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AN EVALUATION OF THE EFFECTIVENESS OF THE USE OF FILMS
IN DIVISIONAL AND COUNTY SCHOOLS IN ALBERTA

A Thesis
Presented to
the Faculty of Graduate Studies
Division of Educational Administration
University of Alberta

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
George Kravetz
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SYNOPSIS

AN EVALUATION OF THE EFFECTIVENESS OF THE USE OF FILMS IN DIVISIONAL AND COUNTY SCHOOLS IN ALBERTA

The purpose of this study is to determine how effectively motion pictures are being used in the divisional and county schools of Alberta. The present status of film utilization is studied in relation to film materials, selection of films, distribution and location of films, equipment, film use practices, administration, and present needs and problems.

The main sources of information were two sets of questionnaires. Sets of "general questionnaires", one for each teacher and one for the principal, were sent out to a random sampling of schools. These sought general information concerning film utilization. Sets of "utilization questionnaires" sought information concerning the actual utilization of specific films. The sampling here was determined by the bookings from the Audio-Visual Aids Branch.

The adequacy of the film program was determined by comparing existing conditions and practices with criteria that are accepted as reflecting desirable conditions and practices. A study of the literature in the field provided the criteria for the evaluation.

A summary of some of the more significant findings includes:

(a) Teachers come close to using the recommended minimum

number of films per year, but this is attained by ignoring film suitability and by the practice of showings to multiple-grade groups.

- (b) Unavailability at the time required is the major reason for dissatisfaction with the film supply.
- (c) Although desirable criteria of film selection are in evidence, most of the films are not ordered specifically by the teachers who use them.
- (d) The inability of present sources to adequately supply films indicates the need for a reorganization of this aspect.
- (e) There is adequate projection equipment except in the larger schools of over ten rooms.
- (f) Although teachers are anxious to use films properly, most of them lack proficiency in the mechanical operation of projection equipment as well as in the pedagogical implications of film utilization. There is a need for more in-service and pre-service training in this field.
- (g) There is virtually no audio-visual leadership at the local level.
- (h) The opinions of principals concerning problems and desirable services correspond with the findings of this study.

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Dr. H. T. Sparby for his assistance in the selection of the research topic, and for his consistent encouragement and helpful criticism; Dr. J. W. Gilles and Mr. H. C. Melsness for their helpful advice and constructive criticism; Mr. D. S. Hamilton, Supervisor of the Audio-Visual Aids Branch, for making his professional library and the files of the Branch available; the divisional and county secretary-treasurers who provided school and teacher lists; the teachers and principals throughout Alberta without whose cooperation this study would not have been possible; Mr. J. H. Blocksidge, Superintendent of the Vermilion School Division, for information concerning the Verveghills Film Project.

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CHAPTER I

INTRODUCTION

Teacher productivity is measured by the quality and amount of learning that takes place in the classroom. Productivity is becoming more of a problem in education than ever before.

The number of children in the schools continues to increase--with a larger share now reaching the high schools--we are faced with a continuing shortage of qualified teachers. And yet this horde of students entering our schools and now our colleges must face a world of atomic energy, exceedingly complex international relations, multiplying knowledge, automation and burgeoning horsepower that even their fathers and mothers do not understand. Every single teacher in the land must increase markedly his or her productivity.¹

Some of this extra teacher productivity may be achieved if equipment and materials for modern instruction such as motion picture projectors and films are made available in quantity where they are needed and when they are needed.

President Eisenhower's Science Advisory Committee² states that because the increasing number of students is outrunning the supply of teachers, every teacher must increase

¹James D. Finn, "Teacher Productivity," Film World and A.V. World News Magazine, XIII (February, 1957), 95.

²Paul C. Reid, "Effective Teaching," Educational Screen and Audiovisual Guide, XXVIII (July, 1959), 332.

the effectiveness of his teaching by learning to use every possible teaching aid including motion pictures.

The Report of the Royal Commission on Education in Alberta concurs that:

Audio-visual aids must be considered as an integral part of education. Adequate equipment and sources of materials are essential.¹

The importance of audio-visual materials as effective tools for learning in today's teaching program has been recognized. Methods and procedures once successful in the school rooms of the past are presently inadequate and today's teachers are experiencing the need to adopt improved techniques and methods to reach the minds and stimulate the thinking of youth. Of the audio-visual media available, the 16 mm. motion picture film offers, perhaps, the greatest challenge and the most opportunities for abuse and misuse.

The proper use of films in the classroom requires much more than a simple knowledge of general teaching methods and skills. Progress in the production of projection equipment and films has far outstripped the preparation of teachers to use them properly.

¹Report of the Royal Commission on Education in Alberta, Edmonton: L. S. Wall, Printer to the Queen's Most Excellent Majesty, 1959. p. 243.

There is a feeling that the utilization of films in the schools of today is a travesty, a satire, on what might be done. The effectiveness of this tool has never yet been really tested.

I. THE PROBLEM

General problem. The purpose of this study is to determine how effectively sound motion picture films are used in the audio-visual program of Alberta divisional and county schools. Primarily, the study is a survey into the present status of film utilization as one part of the audio-visual program in schools. It is particularly concerned with the degree of competency which teachers have in using motion picture films in the classroom. Are the films being used as teaching aids in a purposeful setting for instruction or are they being used in the atmosphere of the old Friday afternoon "movie period"?

Sub-problems. What can be done to improve the effective use of films in the schools? The Royal Commission on Education in Alberta¹ was made aware of the problem:

Both the Alberta Teacher's Association Brief and the Faculty of Education Brief indicate that teachers are not making most effective use of these teaching aids. They offer two reasons: the lack of teacher competency in using films, and the limitation of service due to quota and distribution problems which result from a limited supply and demands for the same films at the same time.

¹Ibid. p. 242.

The following observation, [quoted from the brief of the Faculty of Education, Part II, p.63] however, seems valid.

"The critical issue at the present time with respect to the use of sensory aids in the classroom is not that of providing more equipment but of increasing teacher interest and competency in the use of existing facilities."

The fact that a film and a projector are available does not ensure that a teacher will make the best use of them.

The specific questions which the study attempts to answer are grouped under seven sections.

1. Film materials.

To what extent do teachers use films?

Are the teachers satisfied with the supply and suitability of the films?

2. Selection of films.

How are the films for classroom use selected?

To what extent do teachers participate in film selection?

Do the films fulfill selective criteria?

3. Distribution and location of films.

Where do the schools get their films?

How do the Audio-Visual Aids Branch and other sources function as suppliers of films?

4. Equipment.

Do the schools have a sufficient number of projectors?

How many makes of projectors are being used?

5. Film use practices.

How competent are the teachers in using films as a teaching instrument?

For what reasons are films shown by the teachers?

What are the conditions under which films are shown -- projection facilities, make-up of viewing groups, number of films viewed at each showing?

What preparation does a teacher do before showing a film to a class?

What method of film presentation does the teacher use?

To what extent are repetitive showings employed?

Are the teachers capable of operating projectors and looking after minor servicings ?

What provisions are made for the routine servicing of the projector?

Where did the teachers get their training for the use of films and operation of projectors and to what extent is this training available?

What part do pupils play in assisting with film showing?

In the teachers' opinions, what purposes were served and what was accomplished by the showing of specific films?

6. Administration and supervision.

What is the status of the administrator and supervisor in film utilization?

What is the role of the Audio-Visual Aids Branch and its supervisor?

What kind of supervision is available at the local level?

7. Present needs and problems.

What are some of the problems which concern the use of films and what may be done to alleviate them?

Need for the study. For over thirty years many experimental and survey studies have been made of the educational influences and effectiveness of motion pictures. Research has shown that motion picture films contribute to such educational objectives as imparting a knowledge of facts, teaching perceptual-motor skills, and influencing motivation, attitudes, and opinions. These are some of the things motion pictures can do in the classroom if they are properly used by the teachers.

The establishment of the Audio-Visual Aids Branch by the Alberta Department of Education in 1945 indicates that there is cognizance of the fact that considerable gain is to be derived from the use of films in the teaching program. From a distribution of 4,365 films in 1945-46, the total has grown to over 36,000 in 1959-60.¹ Most schools have projectors and order films. The question is just what happens to those films once they get to the school.

¹D. S. Hamilton, Supervisor's Report, Provincial Audio-Visual Committee, April 1, 1960, Appendix #1.

Among audio-visual experts, teachers, principals, and divisional superintendents, there is a common feeling that films are not being used to best advantage in the schools. There is a need to find out to what extent this feeling is true or not. The writer is not aware of any research related to this field having been carried out in Alberta.

Origin of the problem. A personal interest in the problem of using films effectively arose as a result of the awareness of the wide discrepancy in the use of films within the writer's own school (twenty-six rooms) of which he is principal. Even with proper equipment and facilities available some of the teachers avoided using films. Most of them used films, but their methods of utilization left much to be desired. Only a very few tried to follow the proper steps in film utilization, but even they were aware of their own deficiencies, and lacked confidence. Some teachers were reluctant to learn how to operate projection equipment. The only time their classes saw films was in conjunction with another class, usually in an assembly atmosphere.

Most teachers, when first attempting to use films in the classroom, are overenthused but soon become disillusioned when the results seem to fall short of expectations.

II. DEFINITIONS OF TERMS USED

Film. The term "film" refers to the sixteen millimetre sound motion picture film as authorized for exhibition in schools by the Alberta Department of Education.

Audio-visual supervisor. This refers to the person who administers and supervises the audio-visual program within a school system such as a division, county, or even a province.

Audio-visual coordinator. This refers to the person in charge of the audio-visual program in each school or building.

Audio-visual. The term "audio-visual" refers to all types of audio-visual media such as the chalkboard, opaque projector, tape recorder, still pictures, radio, television, filmstrip, and the motion picture.

General questionnaire. This questionnaire was sent to a random sampling of schools in the province and sought general information concerning film utilization in the classroom.

Utilization questionnaire. This questionnaire was sent to a sampling of schools determined by Audio-Visual Aids Branch bookings of specific films. Information was sought concerning the utilization of these specific films.

III. DELIMITATION

There are several types of audio-visual media. This study is concerned only with the sixteen millimetre sound motion-picture films authorized for instructional use in Alberta schools by the Department of Education and their exhibition in the school plant during regular school hours.

The study also confines itself to schools within the division or county system of administration and concerns only teachers of the elementary and junior high schools.

The study confines itself to those factors that would influence the teachers' competency in the use of films. These have been outlined under "Sub-problems".

Today many school boards seem to find it expedient to provide an "audio-visual room" to facilitate the showing of films, and in all probability are spending far more than would be required to equip adequately each classroom for effective use of films and other audio-visual materials. In this study, outside of the type of facilities available and used, no attempt was made to determine the adequacy of such facilities.

An adequate budget can have a great influence on the adequacy or availability of a film program within the school. Criteria are available to establish what an adequate audio-visual budget for a school should be. Although an attempt

was made to secure information concerning the amount of money the schools spend on the film program, the information obtained was so sporadic and inconclusive that this aspect of the study was abandoned.

With the exception of a discussion with D. S. Hamilton, instructor in Education 312, no attempt was made to determine the amount of audio-visual training available to teacher-trainees at the University of Alberta. However, teachers were asked to make comments concerning this aspect of their training and certain conclusions are based on this information.

The general questionnaires were sent out early in January of 1958 and returns were completed in approximately six weeks. The utilization questionnaires were mailed out over a period beginning early in January, 1958, and ending in April, 1958.

IV. PROCEDURE

Formulation and Revision of Questionnaires.

A survey of related studies and literature supplied the necessary criteria for designing two sets of questionnaires (See copies in Appendix A) from which most of the data for this study were obtained.

It is realized that the questionnaire technique of gathering data is not a quick, easy, or facile method of utilization.

It is relatively slow, requires a large investment of time on the part of the investigator, and often gives results that are highly disappointing, because of their incompleteness, indefiniteness, and the generally hostile attitude of recipients toward the flood of appeals being made for cooperation in answering questionnaires.¹

Common use is made of the questionnaire technique to study the current practices in school systems. The Research Division of the N.E.A. makes extensive use of this technique in preparing its research bulletins. The writer feels that for a province-wide study such as this, the questionnaire is the most practical method for securing the desired data.

It was kept in mind that the questionnaires would go to people who are already busy and an attempt was made to design them so that a minimum of the respondents' time would be involved. At the same time it was hoped that the problems under study would be sufficiently mutual and important enough to receive the respondents' attention, interest, and cooperation. Only thus would they contribute to good results in the study.

¹Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 605.

Both the closed form, employing check responses, and the free-responses or open-form questions were incorporated into the questionnaires. The closed form facilitated the categorization, tabulating, and summarizing of data, and was time-saving. Free-response questions provided the respondents an opportunity to express their own opinions and feelings.

Trial-run. Preliminary forms of the questionnaires were sent to schools within the writer's division and neighboring school divisions. The principals and teachers, in addition to completing the questionnaires, were asked for criticism and suggestions for improvement. D. S. Hamilton of the Audio-Visual Aids Branch and H. T. Sparby of the Faculty of Education provided useful suggestions for revision. Other necessary revisions were evident after a tabulation of the responses on the preliminary questionnaires.

Follow-up. If no response was secured within two weeks a follow-up letter (See Appendix B for copies) was sent out calling attention to the questionnaires. In most cases this brought the required response. No further effort was made to overcome delinquency in completing the questionnaires.

Distribution of Questionnaires.

General questionnaires. The general questionnaires dealt with the general status of film utilization by each teacher and by the school as a whole. All teachers and principals, whether they used films or not, were requested to complete a questionnaire. The principal of each school in the sample received a package containing all the teachers' questionnaires as well as his own. Each principal then looked after the distribution and collection of the questionnaires within his school. An envelope was attached to each questionnaire to provide privacy for the teachers' replies. The returns from each school came back complete in a self-addressed envelope to which sufficient postage had been attached.

All secretary-treasurers of school divisions and counties in the Province of Alberta were contacted and requested to supply lists of their schools and teachers. All but three of the divisions supplied the requested lists. Only those divisional and county schools having elementary and junior high school grades enrolled were considered. Hutterite schools were omitted. Those lists were arranged in alphabetical order according to the names of the divisions and counties. The first sample was secured by taking the seventh school in the first list. From there on every seventh school was selected. The method is illustrated below.

| | | |
|---------------------------|----------------|-------------------|
| Acadia School Division | Esther | |
| | New Brigden | |
| | Sedalia | |
| | Fairdale | |
| | Oyen | |
| | University | |
| | Acadia Valley | 7 (first sample) |
| | Kilitem | |
| | Superior | |
| | Cereal | |
| | Chinook | |
| | Lanfrie | |
| | Farming Valley | |
| | Greenwood | 7 (second sample) |
| | Helmsdale | |
| Athabasca School Division | Athabasca | |
| | Lahaisville | |
| | Perryvale | |
| | Colinton | |
| | Boyle | |
| | Rochester | 7 (third sample) |
| | Smith | |
| | Calling Lake | |
| | Grassland | |
| | Richmond Park | |
| Barrhead School Division | Ellscott | |
| | Neerlandia | |
| | Barrhead | 7 (fourth sample) |
| | etc., etc. | |

Utilization questionnaires. A second set of questionnaires was sent out to principals of schools where certain films from a selected list provided by the Alberta Audio-Visual Aids Branch were being shown. Sufficient copies of this "utilization questionnaire" were mailed out a few days before the arrival of the film in the school. Booking dates were secured beforehand with the cooperation of the Audio-Visual Aids Branch. Each teacher of a class viewing the film was asked to complete a questionnaire and return it to his principal who

looked after all returns. These questionnaires provided information concerning the actual utilization of specific films.

Response to Questionnaires.

General questionnaire. One set containing two "general questionnaires", one for each teacher and one for the principal, was sent out to a random sampling of divisional and county schools throughout Alberta.

No samples were secured from three divisions: viz.: Macleod, St. Paul, and Neutral Hills. The sampling includes from one to four schools in each division. In most instances two or three schools were represented in each division.

The sample schools, according to size, are shown in Table I.

TABLE I

NUMBERS AND PERCENTAGES OF SCHOOLS IN SAMPLE COMPARED WITH ALL SCHOOLS FROM WHICH SAMPLE WAS SELECTED

| Size of School | Total in divisions and counties | Percentage of total schools | Number in Sample | Percentage of total sample |
|----------------|---------------------------------|-----------------------------|------------------|----------------------------|
| 1-room | 229 | 32 % | 23 | 22 % |
| 2-room | 74 | 10.5% | 11 | 10.5% |
| 3-5 room | 135 | 19 % | 20 | 19 % |
| 6-8 room | 94 | 13 % | 12 | 11.5% |
| 9-12 room | 92 | 13 % | 21 | 20 % |
| over 12 rooms | 90 | 12.5% | 16 | 15 % |

An analysis of the schools in the sample and the degree of teacher involvement is indicated in Table II.

Of the 524 teachers who had an opportunity to participate, 62 teachers did not have the opportunity to use films, thus the number of teachers actively able to participate in the survey was 462. Of this number 363 or 78% completed the questionnaire.

TABLE II
ANALYSIS OF GENERAL QUESTIONNAIRE SAMPLING

| | | | | | |
|---|----|---|---|-----|---|
| Questionnaires mailed to 103 schools involving 836 teachers | | | | | |
| Number of schools not heard from | 22 | " | " | 97 | " |
| Incompleted questionnaires from | 3 | " | " | 17 | " |
| Not using films (no projector) | 20 | " | " | 62 | " |
| Using filmstrips only | 4 | " | " | 35 | " |
| Usable questionnaires received from | 78 | " | " | 524 | " |

Table III indicates the number of schools not responding to the general questionnaire classified according to size. According to the records of the Audio-Visual Aids Branch eleven of these schools do not receive film service. They include all the one-room schools, two two-room schools, and two four-room schools.

TABLE III
NUMBER OF SCHOOLS NOT RESPONDING
TO GENERAL QUESTIONNAIRE

| | |
|---------------|----|
| 1-room | 7 |
| 2-room | 3 |
| 3-5 room | 6 |
| 6-8 room | 2 |
| 9-12 room | 3 |
| over 12 rooms | 1 |
| Total | 22 |

Twenty schools in the sample reported they had no projector and so do not use films. Table IV classifies the number of these schools according to size. Four of these schools use filmstrips.

TABLE IV
NUMBER OF SCHOOLS IN SAMPLING REPORTING
BUT WITHOUT 16 mm.
PROJECTION EQUIPMENT

| | |
|---------------|----|
| 1-room | 13 |
| 2-rooms | 2 |
| 3-5 rooms | 2 |
| 6-8 rooms | 1 |
| 9-12 rooms | 1 |
| over 12 rooms | 1 |
| Total | 20 |

Utilization questionnaire. Table V lists the films selected for this survey with their recommended optimum grade levels. The degree of response from the schools and the teachers using the films is also indicated. Two schools had unserviceable projectors and were not able to use the films.

TABLE V
FILMS USED IN THE STUDY SHOWING
GRADE LEVELS AND RESPONSE

| Name of Film | Optimum Grade Level | Number Schools Responding | Number Schools Not Responding | Number Utilization questionnaires Returned |
|----------------------------------|---------------------|---------------------------|-------------------------------|--|
| T-707 Spotty, Story of a Fawn | 1-2 | 20 | 2 | 61 |
| T-140 Eskimo Children | 3-4 | 7 | 1 | 33 |
| TK-798 Teeth Are to Keep | 3-4 | 4 | 0 | 14 |
| T-76 Our Earth | 5-6 | 8 | 1 | 34 |
| T-810 What is Soil | 5-6 | 5 | 2 | 17 |
| TK-594 Day and Night | 7-9 | 20 | 5 | 57 |
| TK-861 Your Forest Heritage | 7-9 | 3 | 1 | 6 |
| Totals | | 67 | 12 | 222 |

The approximate locations of the various schools responding to the general and utilization questionnaires are indicated in Figure 1.

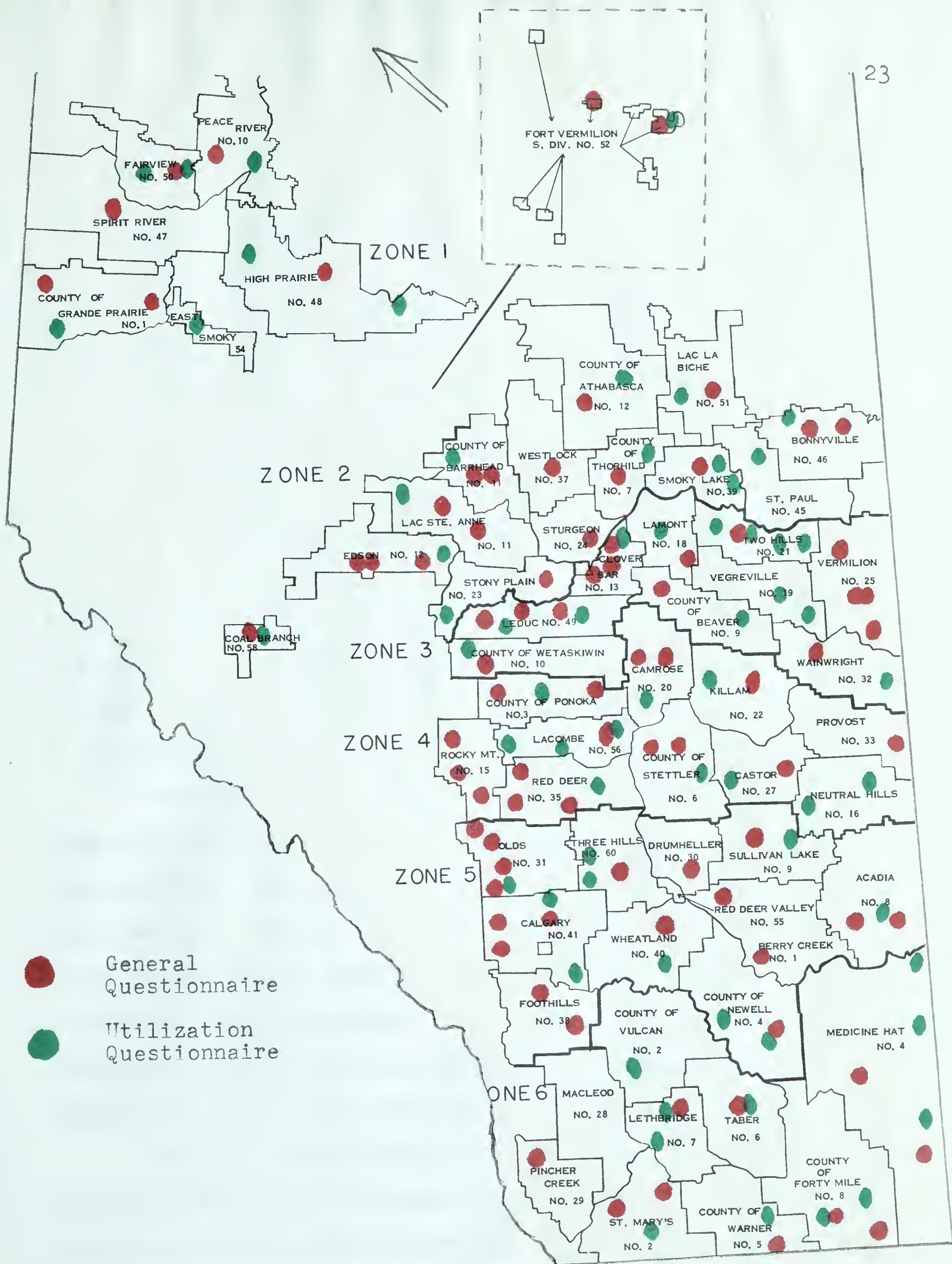


FIGURE 1

LOCATIONS OF SCHOOLS IN SAMPLES
(Schools responding only)



Other Sources of Information

Other pertinent information was supplied through the cooperation of D. S. Hamilton, Supervisor of the Audio-Visual Aids Branch of the Alberta Department of Education, and J. M. Bell of the National Film Board of Canada, Edmonton.

Interpreting the Data

In making an evaluation of the effectiveness of any educational program it is necessary to select the factors which are to be evaluated. Although the physical aspects of a film program such as equipment, materials and facilities are important as primary measures of effective instruction, in this study most attention is paid to these aspects in order to interpret them in terms of effective utilization.

The adequacy of a film program can be determined by comparing existing conditions and practices with criteria or standards that are accepted as reflecting desirable conditions and practices. Recent research has supplied us with information concerning the best methods of film utilization in the classroom. This information was used to establish guiding principles and standards for developing an adequate film program and, especially, the utilization of films.

The data obtained from the questionnaires were tabulated and organized to indicate the extent to which these guiding principles and standards were being met in the divisional and county schools of Alberta.

In addition to the general guiding principles it was found expedient to use also a number of more specific standards organized under the following headings:

1. Film materials
2. Selection of films
3. Distribution and location of films
4. Equipment
5. Film use practices
6. Administration and supervision
7. Present needs and problems

V. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II deals with a review of the related literature and studies while the development of criteria for this study is found in Chapter III.

Chapter IV is the thesis proper where the status of several factors in the film program is determined. These factors include: film materials, selection of films, distribution and location of films, equipment, film use practices, administration and supervision. A survey of present needs and problems concludes the chapter.

A general summary of findings and recommendations make up Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Compared with research literature in various school subject fields, research literature in film education is very scarce. Most of the studies have been investigations into the use of the film in education and in the improvement of techniques of utilizing films in specific subject-matter fields. Studies to examine the status of film usage seem to be comparatively rare. To the best of the writer's knowledge, there have been none carried out in Alberta, at least not as a part of a master's or doctoral program. Nothing concerning this study has appeared in the Alberta Journal of Educational Research.

By 1930, experimental work which had been done was summarized by Weber¹ as follows:

. . . It should be pointed out that usefulness of visual aids -- films, slides, stereographs, and other media -- is specific: That is, the usefulness of any one visual aid varies with every topic or project. Visual aids are supplementary to actual experience, and both are fundamental to verbal instruction. Visual aids thus provide perceptual foundations where actual experience is lacking and enable verbal instruction to transmute these into conceptual products through the process of interpretation, integration, and generalization. This truth being self evident, there is no further need for experimentation of the kind (the kind through which this truth was achieved) . . . Future research must progress into areas of specification and application.²

¹Joseph J. Weber, Visual Aids in Education, (Valparaiso, Indiana: Published by the Author, 1930).

²Ibid. p. 195.

Although there will be a tendency to disagree with Weber's statement, " . . . there is no further need for experimentation of the kind . . . ", his plea for research in the utilization of the film and filmstrip in the audio-visual field is well taken.

Since 1930, there has been a multitude of research projects in all aspects of the use of films and filmstrips in the classroom. Of the 700 references in a text¹ on audio-visual instruction, approximately 525 were dated 1940 or later, 150 appeared from 1935 to 1945, and 25 were published prior to 1935. Studies, reports, monographs, theses, and dissertations have been produced, but the problem is to locate them and have them available for reference.

The present guiding theory of the audio-visual movement is very adequately presented in publications by Dale², Hoban³, and Kinder⁴. All deal with the manner in which films and filmstrips should be used by the teacher in the

¹Harry C. McKnown and Alvin B. Roberts, Audio-Visual Aids to Instruction (New York: McGraw Hill Book Co., 1949).

²E. Dale, Audio-Visual Methods in Teaching (New York: Dryden Press, 1946).

³C. F. Hoban, C. F. Hoban, Jr., and S. B. Zisman, Visualizing the Curriculum (New York: The Gordon Co., 1937).

⁴J. D. Kinder, Audio-Visual Materials and Techniques (New York: American Book Co., 1950).

classroom and point out their strengths and weaknesses. McClusky¹ adds a chapter on testing the results of audio-visual instruction in the classroom. The remainder of the audio-visual theory is scattered throughout various kinds of literature.

The Forty-Eighth Yearbook of the National Society for the Study of Education² contains thirteen chapters by different experts including Dale, Finn, and Hoban. Harclerod and Allen³ have edited the contributions of several specialists in a comprehensive volume dealing with the administration of the audio-visual program. Such publications provide accessibility to much of the recent research in the field.

Most of the periodicals dealing with the use of films and filmstrips seem more concerned with the selling of projection equipment and materials. Scholarly papers and research studies have, for the most part, been ignored and left to educational journals outside the field such as the Psychological Review, American Journal of Sociology, and Nation's Schools. However, two periodicals do stand out.

¹F. Dean McClusky, Audio-Visual Teaching Techniques (Dubuque, Iowa: Wm. C. Brown Co., 1949).

²Audio-Visual Materials of Instruction. Forty-Eighth Yearbook, Part I, National Society for the Study of Education (Chicago: The University of Chicago Press, 1949).

³Fred Harclerod and William Allen (ed.) Audio-Visual Administration (Dubuque, Iowa: Wm. C. Brown Co., 1951).

Educational Screen and Audio-Visual Guide, published monthly since 1922, has made many contributions of professional merit, but remains primarily a commercial journal.

The Audio-Visual Communication Review was launched in 1953 by the Department of Audio-Visual Instruction of the National Education Association of the United States to provide a means through which audio-visual specialists may publish the results of research studies, theoretical constructions, and critical analyses of problems in the field. One major criticism is that much of the research reported was carried out in conjunction with the armed forces and in many instances the findings may not be valid for the classroom. Several brief research abstracts of recent studies are included in each issue.

Teaching Tools calls itself "the Manual of Classroom-Tested Techniques". It is published four times during the school year and is essentially a how-to-do-it magazine.

Nearly all major educational magazines carry an occasional article on film utilization. The Instructor is designed particularly for teachers of the elementary grades and features audio-visual articles of a practical nature beamed directly at the classroom teacher. The Review of Educational Research has a policy of rotating twelve major educational areas for inclusion in its various issues. Research in film education has been summarized periodically.

Reed¹ conducted a study to discover the ways teachers use films in classroom instruction, and to gather factual information as a basis for improving audio-visual administrative service to teachers. He selected the fifth-grade teachers of Rochester, New York, and used as sources of data, direct observations, reports of principals based on their observations of film use, and a questionnaire sent to teachers. He found that teachers were making good use of films and concluded that routine techniques were perhaps more characteristic of mediocrity than of excellence.

Other literature in the field is dealt with in the following chapter on development of criteria.

Need for evaluation. Evaluation of our educative methods is necessary so that the schools can locate their weaknesses and correct them. Only as complete information about the proven values of audio-visual materials is available will the necessary support be forthcoming from parents and legislatures.

¹Instructional Film Research 1918-1950
(Port Washington: Special Devices Center, U.S.N., Technical Reprint No. SDC 269 - 7-19), p. 8-40.

CHAPTER III

DEVELOPMENT OF CRITERIA

In developing criteria, the writer attempted to select from the pool of criteria and information those critical factors which best measure education through film utilization and to incorporate them into the questionnaires.

In using criteria to evaluate an audio-visual instructional program, the primary consideration is:

How well are equipment and materials used in relation to the philosophy and objectives of the school system and to the needs of the pupils and community? How much equipment and materials are available and how many times are they used?¹

Schwartz² developed criteria for the evaluation of the above statement. In relation to these areas, evaluation of the following sections was made:

- a. The integration of audio-visual materials with the curriculum and course of study.
- b. Correlation of administrative and supervisory activities.
- c. The in-service training program.
- d. The audio-visual instructional program.
- e. The pupil activity program.
- f. Outcome of the audio-visual instructional program.
- g. Department staff.
- h. Department plant.
- i. Department administration.

¹John C. Schwartz, Evaluative Criteria for an Audio-Visual Instructional Program, (Dubuque, Iowa: Wm. C. Brown, 1950) p. 1.

²Ibid.

General guiding principles, as well as more specific standards were adapted from Young's guide¹ for initiating and expanding audio-visual programs for the improvement of instruction in the schools of Indiana.

The fact that the basic function of a film program is the improvement of instruction through the improvement of communication is generally accepted. Young² outlines the following guiding principles which are generally recommended to be used either in the development of new film programs or the expansion of existing ones.

1. The film programs should be developed to improve learning of boys and girls, should facilitate the work of the teacher and operate democratically, should be flexible enough to allow for change, and should help interpret the work of the school to the community.
2. One or more persons, properly trained, interested in the improvement of instruction, and possessing the ability to work with and inspire others, should have adequate time to supervise the program.
3. The film program should provide the proper channeling for the projection equipment and materials, information on available materials, and evaluations of materials. It should provide films and equipment needed by the teachers at the time needed and with a minimum of "red-tape".
4. In order to understand and allow the film program to be understood, the supervisor should make systematic

¹Wilbur Young, The Audio-Visual Programme, Bulletin No. 218, State of Indiana, Department of Public Instruction, 1956, pp. 115-116.

²Ibid. pp. 115-116.

reports, should carry on research necessary to analyze its contributions, should involve as great a number of teachers as possible in its activities, should provide leadership and training in the use of films.

In evaluating the adequacy of a film program it is necessary to consider in addition to the foregoing, general principles a number of more specific standards.

I. FILM MATERIALS¹

- A. 16 mm. motion pictures
 - 1. School systems should provide a minimum of 35 different film titles per grade for use in various subject areas as desired by grade school teachers.
 - 2. School systems should provide a minimum of 75 different film titles per grade for use in various subject areas as desired by high school teachers.

II. SELECTION OF FILMS²

- A. Some one individual or a committee should be made responsible for:
 - 1. Keeping up-to-date on materials and their sources.
 - 2. Informing supervisors, teachers, and principals about materials in which they might be interested.
 - 3. Providing information such as catalogs, teachers' guides, newsletters, etc.
 - 4. Cataloging and classifying materials.
 - 5. Ordering materials for preview, purchase, and rental.

¹Ibid., p. 117.

²Ibid., pp. 118-119.

- B. Either directly or through committee representation, teachers should have an active part in selecting and recommending materials for purchase.
- C. Teachers should be permitted to make their own choices from a variety of materials for actual classroom use, either from the school's own depository, or when not available there, from a rental agency or free source.
- D. Criteria of selection such as the following should be developed by the teachers:
 - 1. Is the content free from inaccuracies and errors?
 - 2. Is the medium the most appropriate for the intended use?
 - 3. Is the material suited to the grade level at which it is to be used?
 - 4. Is the material the best available for the particular use?
 - 5. Does the length allow for optimum utilization within the program schedule?
 - 6. Are the technical qualities such as sound, photography, size, fidelity, degree of reality, and attractiveness satisfactory?
 - 7. Is the material up-to-date?
 - 8. Is there a possibility of subtle presentation of undesirable teachings?
 - 9. Is it worth the time it consumes?
 - 10. Does the material meet the needs and interests of the group and supplement their past experiences?
 - 11. Does the material provide for follow-up activities which relate it to other experiences?

Schuller¹ suggests the following criteria which may be useful in developing local standards:

Does it contribute to recognized or learning goal of the groups for which it is intended?
 Is it authentic and accurate?
 Is it a suitable length?
 Is it appropriate to the experience background of the intended users?
 Is it likely to motivate desirable attitudes and activities?
 Is the photography and sound of sufficiently good quality?

III. DISTRIBUTION AND LOCATION OF FILMS

Below is the writer's adaptation of Young's² criteria which were originally drawn up for audio-visual aids in general.

- A. Teachers should be able to request films within a reasonable period in advance of use and get most of the films requested on first choice of subject or date. Also teachers should have films available for use for the time needed.
- B. In order to make a desirable percentage of the materials ordered available to teachers on requested dates, the supplying source should provide additional duplicate prints when the average number of bookings of prints of the title exceeds 15 to 20 per print per year.
- C. More expensive audio-visual materials, which includes films, should be available from the school system's centre or should be secured by it or the individual school from a rental agency.

¹Charles F. Schuller, The School Administrator and His Audio-Visual Program, (Washington: Department of Audio-Visual Instruction, National Education Association, 1954), p. 67.

²Young, op. cit., pp. 119-120.

- D. Films and projection equipment should be made available to responsible community organizations and groups under a policy that is equitable and does not seriously interfere with regular classroom activities. Schools may make a charge for this service.

IV. EQUIPMENT

The establishment of equipment standards helps to assure uniform opportunity to all pupils to obtain the improved learning made possible through the use of motion pictures. At the same time the requisitioning and purchasing of equipment is clarified and simplified with the possibility of unwise or unnecessary expenditures being eliminated. Only in this way can adequate equipment in all buildings be assured.

The basic audio-visual equipment that should be available in every building included one 16 mm. sound motion picture projector for each 300 pupils. The number should be increased where the number of floor levels in the building warrants. This is recommended by the Audio-Visual Commission on Public Information (U.S.A.)¹ as well as by the State Superintendent of Public Instruction.²

¹Philip Fayen, "Criteria for Audio-Visual Equipment", Educational Screen and Audio-Visual Guide, XXXVII (Sept. 1959)

²Wilbur Young, The Audio-Visual Program, State of Indiana, Department of Public Instruction, Bulletin No. 218, p. 120.

The minimum standards for motion picture projectors recommended by Newcomer¹ are:

| | |
|---|--------------|
| Elementary schools | 1/500 pupils |
| Secondary schools | 1/300 pupils |
| One extra projector in the school for emergency use, for public and professional demonstrations | |
| Screen-Shadow or tripod | 1/300 pupils |

These projectors should be mounted in adequate carriers. This provision eliminates the danger of personal injury to teachers and pupils when they attempt to lift or carry equipment too heavy for them. Newcomer also suggests that adequate carriers tend to reduce repair costs and the wear and tear on equipment incident to constant carrying and handling in the usual way, and also increase the number of times that equipment may be used in a given day.

Schools and classrooms on several floors, numerous stairs, or unusual distance between classroom units should receive favorable consideration for additional equipment.

As a departure from the above the Committee on Visual

¹Donald S. Newcomer, "Audio-Visual Equipment Standards for a City School District", Audio-Visual Administration, Fred Harclerod and William Allen, editors (Dubuque, Iowa: Wm. C. Brown Company, 1951) p. 37.

Aids of the American Council on Education¹ recommended one 16 mm. sound projector for every 200 students and one projection screen for each classroom.

Seaton² suggested one 16 mm. sound projector for every 200 students or one per building where the number is less than 200. There should be a wall-type screen or some suitable projection surface for each classroom.

Clearly the paramount consideration in determining whether or not adequate amounts of equipment are on hand in a school is the extent to which pupil and teacher needs are being met. The stage of development of the use of films in a school and the degree to which teachers stress this media will have a definite bearing on adequacy. In this regard, Schuller³ says:

While one must recognize a wide degree of latitude in teaching needs and teacher capabilities, one must also recognize that without the basic reservoir of audio-visual materials and equipment teacher-learning activity cannot show sufficient growth and improvement. Even proponents of the plan for a high degree of latitude in the selection and purchase of equipment recognize the need for a set of recommendations aimed at providing teachers with an adequate amount and variety of basic materials and equipment.

¹Robert H. Burgert, "Planning Facilities in Today's Schools for the Audio-Visual Program", Audio-Visual Administration, Fred Harclerod and William Allen, editors, Dubuque, Iowa: Wm. C. Brown Company 1957) p. 29.

²Helen H. Seaton, A Measure for Audio-Visual Programs in Schools, (Washington: American Council on Education Studies, 1944), p. 36.

³Charles F. Schuller, The School Administrator and His Audio-Visual Program, (Washington: Department of Audio-Visual Instruction, National Education Association, 1954) p. 251.

Reid¹ is reluctant to make a definite recommendation:

What the most desirable ratio between projectors and students is we do not know. It depends upon a number and variety of factors and we do not quite believe that any one number can be stated as most desirable for all schools.

V. FILM USE PRACTICES

Teacher competency in the use of films is one of the most important factors in the success of the program and must be considered in the evaluation.

The purpose of a study by White² was to determine how effectively the University of Wisconsin School of Education prepared its four-year graduates to use certain selected audio-visual methods and materials and how well that preparation met the requirements of the supervisors under whom the teachers began their teaching. The use of films was one of the audio-visual media stressed. Data from this study were used to set up and describe six teacher-competency levels in the utilization of motion picture films. Although White employed the interview-questionnaire technique, in this study the straight questionnaire technique was used.

¹Seerly Reid, Movie Projectors in Public High Schools, U.S. Office of Education, Federal Security Agency, Superintendent of Documents, Government Printing Office, 1950.

²Frederick A. White, "Teacher Competency in the Use of Audio-Visual Materials", Audio-Visual Communication Review I (Spring 1953), pp. 91-98.

White found that supervisors believed that teachers should (a) be prepared to use audio-visual techniques before taking a teaching position, (b) be acquainted with materials in the teacher's special field, (c) be competent to operate equipment, (d) understand the teaching values of materials, (e) know how to use materials effectively, and (f) know how to evaluate their use of materials.

Method of film presentation. It is generally accepted that good film utilization involves five steps.¹

1. Careful selection. For optimum results each film must be appropriate to the specific lesson in progress at the time. This implies advance consideration of film use as an integral part of lesson planning, careful selection of films, and ordering them for delivery when they will be needed.

2. Planning and review by the teacher. Teacher preparation is the basis of a good film lesson. If the film has not been seen by the teacher before then it should be previewed. Screening the film in advance of classroom use helps in planning introductory and follow-up experiences.

3. Introducing the film. Careful introduction of the film lesson paves the way for learning. Pupils must have an adequate background. The film should be related to work covered.

¹Audio-Visual Aids Branch, Tools for Teaching, (Edmonton: Department of Education), p. 8.

The pupils' attention should be drawn to specific scenes. Questions to be answered following the film showing could be listed. New vocabulary and symbols should be explained.

4. Showing. The showing should be technically as faultless as possible.

5. Follow-ups. Additional related experiences after a film presentation will reinforce the lessons gained. Not only is learning supplemented but a means of evaluating student growth is possible. Follow-up activities might include class discussion, answers to introductory questions, presentation of student reports, another showing with or without soundtrack, written or oral test or quiz, stimulation to further reading.

Chicago study. During the fall of 1956 Lepthien¹ conducted a survey in seventeen Chicago elementary schools. Although the survey showed that in many ways films were being used effectively, a need for improvement was indicated. A list of principles which could be observed by principals, visual coordinators, and teachers in improving the effectiveness of film use was developed. These are summarized in the study as:

1. Whenever the physical conditions of the school permit, films should be shown in the classroom, not in an auditorium or other large room.

¹Emilie U. Lepthien, "Film Utilization Practices in Seventeen Elementary Schools," Educational Screen and Audio-Visual Guide, XXVII (January, 1958), pp. 20-22.

2. No more than one class should view a film at one time. Even though two or more classes may be at the same grade level and may be considered to be interested in the same topic, it is doubtful whether two teachers present a given body of material in exactly the same way or aim at developing the same concepts at the same time.

3. No more than one film should be used in a class period. Thorough and effective use of a ten-minute film (allowing time for preparation of the class, film showing, and follow-up discussion) requires almost half an hour, with additional time necessary if a reshowing seems desirable.

4. Flexible scheduling of projector and film use is better than a set schedule. Flexible scheduling permits the use of a film at a time in the day and week when the class has reached a point where a film may be used more profitably.

5. Wherever good utilization warrants additional equipment, the number of teachers per projector should be reduced.

In this study there may have been an undue amount of value attributed to the films themselves and to the physical aspects of the presentation. We cannot presume that the use of a film will of itself furnish the desired learning experiences.

The classroom-centred program. It has been a common practice for architects, board members, and administrators to assume that a special projection room would satisfy the audio-visual needs of a school. While facilitating the showing of films there is the tendency to use films when such a room is available rather than when the instructional

situation calls for it. Schuller¹ would like to see films shown in the classroom as much as possible.

Of similar importance is the psychological effect on the student of shifting classes from the normal classroom situation to see projected learning materials. This practice tends to interrupt the lesson and the readiness which teacher and students should have developed for a particular learning experience. It tends, further, to perpetuate the entertainment notion which, properly or otherwise, is still associated by many parents with film showings in schools. At best the special room makes something of a special event of projection to pupils and teacher alike -- rather than, what it should be -- a natural, integrated part of teaching and learning procedures.

While the classroom is the normal environment for most audio-visual learning situation, school building planners must not overlook the more infrequent use of audio-visual materials with groups larger than single class units. The auditorium and other large group meeting places which occasionally serve as extensions of classroom learning experience must also be provided with facilities for audio-visual use.

Knowlton² and Krasher³ have reported studies on the relative merits of showing films to pupils within the class-

¹Charles F. Schuller, The School Administrator and His Audio-Visual Program, (Washington: Department of Audio-Visual Instruction, National Education Association 1954).

²D. C. Knowlton and J. W. Tilton, "Auditorium Versus Classroom Showing of Motion Pictures in History Teaching", Journal of Educational Psychology, XXIII (December, 1932), pp. 663-70.

³William H. Allen and Morton S. Malter, "Research Related to Audio-Visual Administration", The School Administrator and His Audio-Visual Program, Charles F. Schuller, editor, (Washington: Department of Audio-Visual Instruction, National Education Association, 1954), p. 271.

room and within the auditorium. Both studies provide evidence tending to favor the classroom groups. Knowlton believes that the differences in favor of the classroom groups in his study are due to the pupil attitudes and activities which differentiate showing in the classroom and in the auditorium.

Currently, educators accept the premise that properly used, good motion pictures are powerful educational tools when used in proper circumstances. In order to produce maximum benefit, an educational film must be used at a time when the subject it deals with is being studied, not during a so-called "movie" period to which the class and teacher look forward to as a kind of relaxation or as a reward for good behavior or for work completed.

The idea that something can be learned from viewing a film regardless of its content or suitability as to grade level is not borne out by research.

An accepted practice in film utilization has been that of directing the observation of the class to certain aspects of the film they are to see. Leetsma¹ summarizes his article on this aspect as:

A sound motion picture presents a multitude of complicated patterns in many different ways by the same individual and by different individuals.

¹Robert Leetsma, "Directed Observation in Film Utilization", Audio-Visual Communication Review, II (Spring, 1954), p. 107.

Without instructions on what to look for the pupil will automatically structure the situation according to his own background of experience, frame of reference, and set at the moment. What is naturally prepotent for each individual pupil may or may not be relevant to the purpose for which the film is being shown. In order to secure reasonably uniform perception of the significant stimulus, the teacher must assist the pupils in identifying and structuring the significant stimulus. If the pupils know what to look for, they are more likely to find it.

The article concludes with a variety of techniques that may be used for directing observation.

Teacher introduction and class preparation.

Research summarized by Allen¹ indicates that the teacher introductions and class preparations for film showings result in significantly more factual material learned than merely showing the film without an introduction.

The major lesson to be learned by teachers from studies carried out is that learning can be significantly increased by motivating students to attend more closely to the instructional material to be used. This introductory motivation could take a number of forms:

1. Prepare the class by means of a study of difficult words and phrases to occur in the film.
2. Studying questions and problems relating to content.
3. Raising and listing points to look for in the film.

¹William H. Allen, "Research on Film Use: Class Preparation", Audio-Visual Communication Review, III (Summer, 1955).

4. Reading a brief descriptive story of the content.
5. Pointing out the importance of learning the content of the film by means of
 - (a) a simple motivational statement
 - (b) anxiety-producing instructions
 - (c) the announcement of a test to follow the film.

The teacher should consider the use of introductions in relation to the task that is being taught, the characteristics of the students, the situation in which they are learning, and the nature of the material being used. This means that the teacher must use judgment regarding the time spent in preparing the class, the time used in reviews and summaries, the need for a second showing of the film, and the use to which the film learning will be put.¹

Teacher introductions and class preparation are the variables in a number of experimental studies with instructional films.

In the Wittich and Fowlkes study² three methods of using 27 social studies and science films with grades four, five and six students were compared: (a) no organized class preparation, followed by the film and an information test; (b) class preparation amounting to the reading of a brief descriptive story of the content, a study of difficult words and phrases, and a study of questions related to film content, followed by the film and the test; and (c)

¹Ibid., p. 195.

²Walter A. Wittich and John Guy Fowlkes, Audio-Visual Paths to Learning (New York: Harper, 1946).

repetition of the second procedure plus the answering of discussion questions and the reviewing of the film a second time, followed by a second administration of the same test. The investigators found very significant gains for both the second and third methods. The addition of the introduction increased learning by an average of 38 percent over the "film alone" methods, and the third method added another 40 percent of material learned. However, the third method required considerably more time to accomplish the increase. No delayed recall test was given, so there is no way of knowing how well the material learned was retained. Wittich and Fowlkes conclude that the use of introductions caused children to become:

increasingly able observers, that is, they increase their ability both to observe factual information and to use this information in answering test questions which probed their ability to make social judgments not specifically identified with the film itself or with the sound track.¹

It was also indicated that children with a low I. Q. and those with a high I. Q. seemed to be motivated equally and to learn a comparable degree from educational sound films.

Student participation. Allen² also summarized research on film use concerning student participation.

¹Ibid., p. 99.

²William H. Allen, "Research on Film Use: Student Participation," Audio-Visual Communication Review, V (Spring, 1957), pp. 423-450.

Participation includes a group of techniques of film use, all having certain elements in common.

The conditions for participation require that some kind of overt activity consciously be engaged in by the learner as he is exposed to the communication and that this activity be systematically evoked either by the communication itself or by some other person or device.¹

Research has been carried out on such techniques as recitation, rehearsal or practice, the knowledge of results, verbalization, discussion, and note-taking.

Conclusions from this research are stated by Allen² as:

1. Learner participation during a film showing will result, under most conditions of instruction, in greatly increased learning from the film.
2. The overt verbalization of responses by the learner during the film showing results in increased learning.
3. The furnishing of "knowledge of results" of the learner's overt responses during a film also has a positive effect upon learning.

Repetitive film showings. Repetition of films, or parts within a film is one of the most effective means for increasing learning to a required level.

McTavish³ attempted to determine the increment in learning that may be attributed to repetitions of an educational film.

¹Ibid., p. 423.

²Ibid., p. 447.

³C. L. McTavish, "Effect of Repetitive Film Showings on Learning", (Research abstract) Audio-Visual Communications Review, II (Fall, 1954), p. 319.

Analysis of the learning gains attributable to each additional showing of the films indicated that the first repetition (i.e. two showings) resulted in substantial increments in learning. Three showings failed to add materially or significantly to the learning effected by two showings. Four showings resulted in an even smaller increment, or in two cases a slight decrement, over the showings.

Student operator program. Students can play an important part in the film program of each school. The organization of a student's projectionist club can accomplish this. The writer's experience has borne out that students as low as the grade five level can be taught responsible operation and care of projection equipment.

The mechanics of operating are too demanding for any one teacher to handle effectively as an additional obligation to full-time teaching. Students can set up and run the projector and perform other duties necessary in making the program function. A student operating club also frees the classroom teacher for instructional work and relieves him of worry about the mechanics of the program.

In the Ithaca, New York, public schools a student Audio-Visual Operators' Club¹ is a vital part of the junior high school program. It serves a two-fold purpose: it provides a much needed service for the school and it offers the participating students an outstanding educational opportunity.

¹E. W. Moy, "A School Operators' Club" - Why and How", Educational Screen and Audio-Visual Guide XXXIX (June, 1960).

The objectives¹ of the Audio-Visual Operators'

Club are:

1. To develop avocational skills.
2. To explore vocational opportunities.
3. To render service to school and community.
4. To learn to work with other students.
5. To learn to work with adults.
6. To develop an awareness of the many types of audio-visual media used in everyday life.
7. To help develop the qualities of leadership.
8. To develop the ability to recognize good design, and quality in audio-visual tools and materials.
9. To develop a safe attitude in the handling of electrical and electronic equipment.
10. To develop skill in the operation of all common types of audio-visual equipment.

Moy² further justifies a student operation program:

Teachers should be free to give their full attention to the students the major portion of the time, and through experience it has been proved that the student operator causes less damage both to materials and equipment. This is not a slur against teachers; the reasons are very understandable. Teachers are busy people. The student operators are willing and able to spend a major part of their free time and effort in learning how to operate and take care of audio-visual equipment. In fact, in many instances, the students would spend all of their spare time in the audio-visual center if left to themselves.

¹Ibid., p. 278.

²Ibid.

VI. ADMINISTRATION AND SUPERVISION

In the modern classroom it is apparent that behind the use of audio-visual materials there must be an active audio-visual program, well organized and supervised. How else would the projector arrive just when the teacher needs it? Who trained the projectionist? How did the teacher get the right audio-visual materials to fit the subject matter?

In more and more schools the audio-visual coordinator is the cornerstone of the audio-visual program.¹

There must be someone to do the educational and mechanical tasks necessary to make it possible for the classroom teacher to use easily and effectively the instructional materials available.

Although no one person - not even a well-informed and hard working coordinator - can run the film program without the cooperation of other persons and groups in his school, the major responsibility must be given to some one person or to some one group. The cornerstone of the program is usually the audio-visual coordinator.

Young² stresses the importance of a proper administrative organization to provide good leadership so that people can plan and work together to achieve the desired educational objectives. The two key men are the audio-visual supervisor and the audio-visual coordinator.

¹Lee E. Campion, "A. V. Coordinator", Educational Screen, XXXV (March, 1956), p. 101.

²Young, op. cit., p. 127.

1. Each school system should have someone responsible for the audio-visual program. He may be called a director or supervisor. School systems with 50 or more teachers and all counties should have full-time professionally trained audio-visual supervisors. Larger school systems should consider the employment of professionally trained personnel to assist the director or supervisor. Also, he should be provided with sufficient clerical and technical assistance to permit him to devote his major energies to professional administration and assistance in the utilization and preparation of materials.
2. Each individual school should have an audio-visual coordinator - usually a teacher with audio-visual training or the principal himself. Schools with fewer than 10 teachers should have the coordinators on an extra-curricular or released-time basis; schools with 10-25 teachers should have at least fourth-time coordinators; schools with 25-50 teachers should have half-time coordinators; schools with over 50 teachers should have full-time coordinators. In schools with the coordinator on an extra-curricular basis, he should have no other extra-curricular responsibilities and if teachers are paid for extra-curricular responsibilities, he should receive additional salary. Also, clerical and technical assistance should be provided.

Even though the duties of the building coordinator will vary from school to school, according to Young¹ they would include the following:

1. Keep the teachers in his school informed about available materials.
2. Help teachers to select suitable materials to meet their needs.
3. Assist teachers in improving utilization.
4. Supervise the evaluation of materials used in his school.

¹Young, op. cit., p. 131.

5. Coordinate the orders for materials that are requested by each teacher in his school.
6. Prepare a periodic schedule of materials and equipment used.
7. Train personnel to operate equipment.
8. Supervise the storage and distribution of materials deposited in his school.
9. Provide, within the general school system plan, for production of audio-visual materials needed by teachers in his own building.

For the Audio-Visual field, it can be said that there is: An increasing awareness among many school administrators, teachers, and principals that good provision for audio-visual media demands the aid of persons competent in the field, not only at the planning stage but also for continuing in-service work with teachers.¹

Emphasis on in-service education.

In-service education will remain a major concern of the schools for many more years. Adequately trained teachers are scarce. Our discussion of teacher education pointed to some of the difficulties of including sufficient experience with audio-visual materials in the pre-service training program. Public schools cannot wait for the developments in pre-service education. Teachers who are new to the profession and teachers who have been working many years need to keep up with the new methods and materials. They also need to experience learnings that are meaningful and important to them through audio-visual materials.²

¹Henry C. Ruark, Jr., "NDEA Title III - Its Progress and Promise in Oregon," Educational Screen and Audio-Visual Guide, XXXVIII (December, 1959), p. 643.

²Edgar Dale and Robert W. Kilbourn, "Trends and Undeveloped Areas," Charles F. Schuller, editor (Washington: Department of Audio-Visual Instruction, National Education Association, 1954), p. 299.

Hite¹ in a recent study found that teachers who had instruction in audio-visual techniques, either in their pre-service teacher education program or in an in-service program, use more audio-visual materials in their teaching and use them better. Imbroch² came to the same conclusion.

Need for teacher education. Provisions for compulsory courses in visual education leading to teacher accreditation exist in California, Pennsylvania, and New Jersey. Carroll³ writes and quotes of the audio-visual education requirement in the California Administrative Code as follows:

A resolution of the California State Board of Education, originally published January 17, 1942, added Section 202.1 to Title 5 of the California Administrative Code, which reads as follows:

202.1 Additional Requirements for Renewal of Credentials. No kindergarten-primary, general elementary, provisional general elementary, junior high school, general secondary or junior college credential issued subsequent to April 30, 1948, shall be renewed unless the holder thereof has, in addition to meeting all other applicable requirements for renewal, successfully completed a course, or the equivalent, of at least two semester hours in audio-visual-radio education in an accredited California teacher training institution or in any institution undergraduate credit earned in which may be accepted as meeting undergraduate requirements for California credentials under Article 6 of Sub-chapter 2 of this chapter.

¹William H. Allen and Morton S. Malter, op. cit., p. 276.

²op. cit., p. 276.

³John S. Carroll. Teacher Education and Visual Education for the Modern School. (San Diego: Office of the Superintendent of Schools, San Diego County, Educational Monograph No. 16, 1948), p. 163.

Schuller¹ concludes from the data he surveyed that teachers use audio-visual materials in their teaching to about the degree that they have been taught to do so.

This would put the onus on the teacher training institutions and those responsible for the certification of teachers.

How teacher education in visual education may be improved is one of the topics covered in a comprehensive research study carried out by the San Diego County schools.² Case studies were made of nine high schools in three different states and three selected teacher education institutions. In addition, data were obtained from 372 other teacher education institutions. The findings were summarized as follows:

A comparison of visual education programs in the modern schools and in teacher education institutions makes it evident that knowledge, practice, facilities, and other fundamentals of visual education in the present-day teacher education institutions are inadequate to meet the needs of the modern school.³

Does this also hold true for teachers trained in Alberta?

¹Charles F. Schuller. The School Administrator and his Audio-Visual Program. (Washington, D.C.: Department of Audio-Visual Instruction, National Education Association, 1954), p. 276.

²John S. Carroll, Teacher Education and Visual Education for the Modern School (San Diego: Office of the Superintendent of Schools, San Diego County, Education Monograph No. 16, 1948).

³Ibid. Introduction

CHAPTER IV

THE STUDY

I. FILM MATERIALS

In Alberta the main supplier of films is the Audio-Visual Aids Branch of the Alberta Department of Education which books the films in accordance with a quota system. This quota ranges from a maximum of 6 per month for a one-room school to 16 per month for a school 13 rooms or over. Suitable films are also available from such sources as the Department of Extension of the University of Alberta, National Film Board and local film council libraries.

Evidently these organizations do an adequate job of supplying close to the recommended minimum of 3.5 films per teacher per month as far as the number of films is concerned.

Frequency of film use. In the survey, of 362 teachers in the sample, 340 indicated they use films. Of these, 26 did not indicate how many films they use per month. Table VI indicates the extent to which teachers use films.

The number of films used by each teacher ranged from none to 14 per month, with the average being 4.08. If all teachers who completed questionnaires are included, then the average number of films used by each teacher is 3.41.

TABLE VI

HOW FREQUENTLY DO TEACHERS USE FILMS?

| No. of Films Used Per Month | Less Than One | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Do Not Use Films | Use Films But No Indication |
|---------------------------------------|-----------------------|----|-----------------|----|----|----|----|-------------------|----|---|----|----|----|----|----|------------------------|-----------------------------------|
| No. of Teachers | 8 | 43 | 72 | 35 | 51 | 23 | 20 | 14 | 35 | 3 | | | 8 | | 1 | 22 | 26 |
| Percentage of Teachers* | 15.2 | | 32.2 | | | | | 46.1 | | | | | | | | 6.5 | |
| Films Used By Teacher Per Year* | under 20 titles | | 20-39 titles | | | | | 40 or more titles | | | | | | | | Not at all | |

* Placed here to provide comparison with Table VII

Statistically this is just slightly below the recommended 3.5 per month. However, this assumes that all of the films were suitable for viewing by the classes. That this is not so will be pointed out in a following section. The principals' average estimate of the number of films these same teachers used per week was 3.2. This information is tabulated in Table VII.

Teacher satisfaction with films supplied. In the film utilization questionnaire the teachers' response to the question, "Do you get sufficient appropriate films for your use?", was about evenly divided, 100 (or 51%) answering in the affirmative and 96 (or 49%) in the negative.

TABLE VII

PRINCIPALS' ESTIMATE OF NUMBER OF FILMS USED BY TEACHERS

| Films used: | Number of Teachers N = 405 | Percentage of Teachers |
|---|-------------------------------|------------------------|
| Regularly (40 or more titles per year) | 125 | 31.0 |
| Frequently (20-39 titles per year) | 163 | 40.0 |
| Occasionally (under 20 titles per year) | 88 | 21.8 |
| Not at all | 29 | 7.2 |

If the 47 partially satisfied teachers are ignored, the response to a similar question in the general questionnaire was almost identical. Here 149 teachers (or 52%) indicated their satisfaction while 137 (or 48%) were not satisfied.

Teacher dissatisfaction with films. The 137 dissatisfied teachers were asked to state the reasons for their dissatisfaction under the two headings of film supply and film suitability. These responses are summarized in Tables VIII and IX.

TABLE VIII
TEACHERS' DISSATISFACTION WITH FILM SUPPLY
(137 teachers)

| Reasons | Number of times reason stated by teachers |
|---|---|
| 1. Films not available when needed | 100 |
| 2. Often never get the films ordered | 39 |
| 3. Films are in poor condition | 39 |
| 4. Too few available | 11 |
| 5. Films are substituted | 9 |
| 6. Have to order too far in advance of showing | 7 |
| 7. Keep getting films we have seen before | 6 |
| 8. Too far from source of supply (should have other outlets) | 6 |
| 9. Cannot keep films long enough | 5 |
| 10. Too many films come at one time | 3 |
| 11. Have to order a lot to get one a week | 1 |

TABLE IX
TEACHERS' DISSATISFACTION WITH FILM SUITABILITY
(137 teachers)

| Reasons | Number of times reason stated by teachers |
|---|---|
| 1. Films not of a suitable level | 36 |
| 2. Films are out-of-date (too old) | 25 |
| 3. Not sufficiently related to topic desired. Films very often do not have a bearing on what is taught. | 23 |
| 4. Films too American | 2 |
| 5. "Film Day" - (Films shown regularly regardless of what is available) | 1 |
| 6. Not enough films in the Arts, e.g. lit., drama, art. | 1 |

II. SELECTION OF FILMS

The selection of the right films for specific classroom use is one of the most important functions of the audio-visual administration. First, there is selection for purchase made by the system-wide distributor such as the Audio-Visual Aids Branch. Here the selecting is done by the Film Evaluation Committee consisting of two teachers, a representative of the Faculty of Education and the Director of the Branch.

A good job of film selection here would facilitate selection at the classroom teaching level where the responsibility is with the teacher and the school audio-visual coordinator.

Purchase of films and selection by the Audio-Visual Aids Branch. The policy generally observed by the Branch in past years has been to spend 20 percent of the funds allocated for 16 mm. films on new titles not already in the library. The Director is doubtful whether more than 25 percent of the funds allocated should be used at any time for new titles and feels, however, that the portion to be used for multi-prints could be increased anywhere from 75 percent to 100 percent of such funds.

The policy over past years in the Branch regarding the selection of multi-prints has been to emphasize those

titles which (a) have a very high demand, and (b) those films which by reports and personal knowledge are top quality instructional films. Table X indicates the growth of the library as well as the policy to increase the number of multiple prints.

TABLE X
CONTENTS OF LIBRARY AS AT MARCH 1 OF YEAR INDICATED¹

| | Titles (Sound Films) | Number of Multiple Prints | Total Number of Prints |
|------|-------------------------|------------------------------|---------------------------|
| 1946 | 270 | 4 | 274 |
| 1953 | 880 | 1650 | 2530 |
| 1959 | 1266 | 3191 | 4457 |
| 1960 | 1284 | 3303 | 4587 |

¹D. S. Hamilton, "Supervisor's Report", Provincial Audio-Visual Committee, Department of Education, Province of Alberta, April 1, 1960, Appendix No. 1.

How are the films selected by the schools? The methods of film selection employed by the schools involved in the survey are listed in Table XI. The number of schools is indicated in each case.

The principals' responses, as tabulated in Table XI, are borne out by the teachers who seem to be satisfied at the opportunity they have to participate in the selection and ordering of films. Only eleven teachers indicated they were not given the opportunity to participate in the selection of films while 331 indicated their active participation.

TABLE XI
METHOD USED BY SCHOOLS IN SELECTING FILMS

| Method | No. of Schools N = 51 |
|--|--------------------------|
| 1. Teachers hand in requirements and they are ordered as quota permits | 35 |
| 2. By the entire staff (including coordinator) acting as a committee | 6 |
| 3. By the coordinator alone | 3 |
| 4. By a visual education committee | 2 |
| 5. By the principal | 1 |
| 6. Teachers select own | 1 |
| 7. Principal didn't respond | 3 |

Access to up-to-date film catalogues seems to be satisfactory. Teachers indicating their satisfaction with the availability of catalogues number 320 while fourteen claimed they did not have access to up-to-date film catalogues.

Request for film. If a teacher makes a request for a certain film, then chances are greater that special preparation will be made for the utilization of that film. However, it must not be assumed that a film cannot be appropriately used by a teacher who did not order the film but finds it available.

The teachers were asked to indicate whether each of the seven utilization films surveyed in this study was ordered at their request. Eighty-one teachers indicated they had requested the film while 125 had not. This would indicate that the majority of classes, some 61 percent, saw the films only because they happened to be on hand.

Are film selective criteria being met? An attempt was made to determine the extent to which the selected films were meeting recognized criteria. The teachers were asked to indicate whether in their estimation such criteria were fulfilled by the film they used. Table XII shows the responses for the seven films considered in the utilization questionnaire.

TABLE XII

DO FILMS FULFILL SELECTIVE CRITERIA?

| Criteria | Name of Film | | | | | | | | | | | | | | | |
|---|--------------|----|------------------------|----|---------------|----|-----------------|----|-------------------|----|----------------------|----|--------------|----|--------|-----|
| | Our Earth | | Spotty Story of A Fawn | | Day and Night | | Eskimo Children | | Teeth Are To Keep | | Your Forest Heritage | | What is Soil | | Totals | |
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| 1. Was the content free from inaccuracies and errors? | 33 | 1 | 53 | 3 | 51 | 0 | 28 | 1 | 10 | 0 | 5 | 0 | 17 | 0 | 145 | 4 |
| 2. Did the film develop ideas or concepts that are difficult to get across in other ways? | 25 | 9 | 21 | 16 | 41 | 7 | 20 | 4 | 3 | 7 | 4 | 0 | 14 | 3 | 89 | 34 |
| 3. Was the material suited to the grade level at which it was used? | 30 | 4 | 52 | 4 | 42 | 11 | 29 | 5 | 10 | 1 | 6 | 0 | 15 | 2 | 139 | 21 |
| 4. Was the film of suitable and satisfactory length? | 33 | 1 | 53 | 3 | 51 | 2 | 29 | 3 | 9 | 1 | 5 | 1 | 14 | 3 | 147 | 10 |
| 5. Were the technical qualities such as sound photography, size fidelity, degree of reality, and attractiveness satisfactory? | 29 | 5 | 53 | 5 | 35 | 15 | 24 | 5 | 9 | 2 | 5 | 1 | 15 | 2 | 126 | 28 |
| 6. Was the material up-to-date? | 34 | 0 | 54 | 1 | 50 | 1 | 21 | 4 | 11 | 0 | 6 | 0 | 16 | 1 | 142 | 6 |
| 7. Was there a possibility of subtle presentation of subtle undesirable teachings? | 0 | 34 | 3 | 49 | 4 | 45 | 1 | 22 | 0 | 10 | 1 | 5 | 0 | 17 | 8 | 131 |
| 8. Was it worth the time consumed? | 28 | 5 | 57 | 1 | 44 | 7 | 32 | 1 | 10 | 1 | 5 | 1 | 16 | 1 | 148 | 10 |
| 9. Did the material meet the needs and interests of the group and supplement their past experiences? | 32 | 2 | 49 | 3 | 42 | 6 | 24 | 3 | 10 | 1 | 5 | 0 | 17 | 0 | 130 | 13 |
| 10. Did the material provide for follow-up activities which related it to other experiences? | 31 | 3 | 47 | 3 | 29 | 16 | 25 | 3 | 7 | 4 | 5 | 0 | 15 | 2 | 113 | 26 |

Are teachers informed of new materials? Out of 47 principals who responded, only eleven indicated that teachers were apprised of any new materials in which they might be interested.

III. DISTRIBUTION AND LOCATION OF FILMS

Sources of Films.

The Audio-Visual Aids Branch of the Department of Education is the main source of films for the schools surveyed. Table XIII indicates the number of schools using the various sources.

TABLE XIII
FILM SOURCES
(Information from 51 schools)

| Source | Number of Schools Using This Source |
|-----------------------------------|--|
| Audio-Visual Aids Branch | 40 |
| Department of Extension, U. of A. | 17 |
| Local Library, e.g. Film Council | 16 |
| National Film Board | 19 |
| Department of Public Health | 3 |
| Shell Oil | 1 |
| Metro-Goldwyn-Mayer | 1 |
| No indication | 3 |

The Audio-Visual Aids Branch. The main source of films used by schools covered by the survey was the Audio-

Visual Aids Branch of the Department of Education. This Branch was organized in 1945 and has the distribution of 16 mm. films to schools throughout the province as its main service. A distributing centre is maintained in Edmonton and all films are shipped from there. The conditions of service may be found in Appendix C.

The circulation has generally shown a steady increase. The growth is shown in Table XIV.

TABLE XIV
TOTAL CIRCULATION OF FILMS SINCE 1945¹

| School Year | Total Circulation of 16 mm. Films |
|-------------|--------------------------------------|
| 1945-46 | 4,365 |
| 1946-47 | 8,375 |
| 1947-48 | 12,662 |
| 1948-49 | 19,778 |
| 1949-50 | 24,111 |
| 1950-51 | 25,298 |
| 1951-52 | 29,476 |
| 1952-53 | 34,561 |
| 1953-54 | 32,509 |
| 1954-55 | 32,321 |
| 1955-56 | 34,152 |
| 1956-57 | 35,473 |
| 1957-58 | 35,082 |
| 1958-59 | 36,258 |

¹D. S. Hamilton, "Supervisor's Report", Provincial Audio-Visual Committee, Department of Education, Province of Alberta, April 1, 1960, Appendix No. 1.

The Director of the Audio-Visual Aids Branch is aware that if the distribution of films as bona fide audio-visual aids is to become more adequate, expansion would be necessary in the next few years. This could be accomplished in several ways:

1. The Provincial Department of Education library could be expanded with enlarged quarters with a much enlarged stock.
2. Regional depots could be set up and maintained by the Department of Education.
3. The Provincial Audio-Visual Committee has recommended that the Department of Education give consideration to the establishment of 16 mm. film libraries in Edmonton and Calgary, to be owned and operated by the city school boards, the initial film stock in such libraries to be purchased wholly or in part by the Department of Education, and the quarters provided and service maintained by the city boards. The objective of decentralization in this manner would be to enable the provincial library to give more adequate service to the rest of the province as well as to reduce demands upon the provincial library.
4. Another alternative proposal -that of film rental - has also been discussed by the audio-visual committee. Inevitably, rental would result in much less use of the Branch's film library. Many school boards might not be

well disposed towards it. A block rental might be easier to maintain than one on individual films. The one advantage might be that it might result in more discriminating use, to some degree, by teachers. A rental scheme would require the Branch to give a better service to the renters. At the present time a film gets an average of about 12.3 shipments per school year. With a rental system probably only about seven shipments per year would be expected.

A major obstacle at the present time to expansion of the film library, besides that of financing, is the space problem within the Branch. More room would have to be obtained.

Decentralization of film library services might be facilitated by adopting a system that is in use in Ontario. If a city will undertake to set up a 16 mm. film library of one film per teacher in two years, the Department of Education will agree to match the films they buy, thus providing half of them. After two years the city is on its own. The Director feels that although our situation might not be as advanced as Ontario's, it is necessary that some method of lessening the demands of the cities on the Branch be considered. One main object would be to give the non-urban centres better service.

Block booking of films. In an attempt to improve the availability of films for teaching purposes, a supple-

mentary method of distribution was devised by the Audio-Visual Aids Branch and presented to the Divisional and County superintendents. The plan involved a block of twelve selected films which were to be put on loan for use within a division or county for a two-month period. The plan is outlined in Appendix D.

In 1956-57 block bookings were used by 10 school units, in 1957 by 4, in 1958-59 by 2. Judging by the number of school units requesting block bookings, it appeared that there was not sufficient improvement over the service schools are able to get by requisitioning individually to warrant continuance of the plan. Reaction of superintendents who had used the block bookings indicated that the project be discontinued and this has now been done. However, the Audio-Visual Aids Branch is willing to cooperate in the supplying of block bookings to any superintendent desiring them.

Area film federations. A supplementary source of films for school use are the libraries established by local film councils. These have been organized throughout the province with the leadership and assistance of the National Film Board. An outline of the organization of the Edmonton Area Film Federation may be found in Appendix E.

The films are divided into thirteen blocks, each containing from 30 to 32 films. The blocks shift for each of

the school months. Out of 409 items in the thirteen blocks, 179 have been classified for school use in Alberta. The minimum number of films available to a school during the ten-month period is approximately 310 of which about 140 are classified for school use.

Upon payment of an annual membership fee of \$10.00 a school may have access to the films at no charge.

Regional film federation for schools. Upon the instigation of the Superintendent of the Vermilion School Division, 12 blocks of films have been set up to be used in an area designated as the Vermilion-Vegreville-Two Hills Regional Film Federation for Schools. (See Appendix F for information concerning organization and operation). The National Film Board contributed ten films to each block while the Audio-Visual Aids Branch contributed at least the same number which were selected by school personnel concerned. All the films will remain in the federation area for the school year. The blocks are organized into a rotating monthly schedule and teachers are able to tell from a printed schedule at what times films will be in their area.

The National Film Board representative attempts to maintain the condition of the films, train projectionists, and supervise the operation of the schedule. The Audio-Visual Aids Branch Supervisor has promised his cooperation to help bring classroom use to a satisfactory standard.

This should provide a most useful experiment in film decentralization.

Film "starter set" for grade schools. The problem of having the needed films right where the teachers can get them and when they want them could be reduced by the larger schools operating their own instructional film libraries containing films to meet the most basic needs.

A prominent producer of educational films has designed a scheme to enable a school to establish such a library. This scheme could readily be modified to suit any situation. A brief article in the April, 1959, issue of Educational Screen and Audio-Visual Guide outlines the plan as proposed by Coronet Films. A copy of this article may be found in Appendix G.

IV. EQUIPMENT

Projector ownership. More and more Alberta schools are purchasing 16 mm. sound projectors. Table XV shows the increase in the number of projectors in all Alberta schools over the eleven year period since 1948.

Out of 103 schools sampled in the general questionnaire, 60 indicated they used films. A check at the Audio-Visual Aids Branch indicated that out of 23 schools which did not respond, 13 of them used films. Thus it may be

assumed that there are projectors in 73 out of 103 schools sampled, or in at least 71 percent of the schools. Table XVI indicates projector ownership of the schools sampled in more detail.

TABLE XV
NUMBER OF PROJECTORS IN SCHOOLS IN THE PROVINCE¹

| | Sound Projectors |
|---------------|------------------|
| November 1948 | 230 |
| November 1949 | 328 |
| November 1950 | 375 |
| November 1951 | 401 |
| November 1952 | 489 |
| November 1953 | 526 |
| November 1954 | 593 |
| November 1955 | 660 |
| November 1956 | 705 |
| November 1957 | 750 |
| November 1958 | 770 |
| November 1959 | 876 |

¹D. S. Hamilton, "Supervisor's Report", Provincial Audio-Visual Committee, Department of Education, Government of Alberta, April 1, 1960.

TABLE XVI

16 mm. SOUND PROJECTOR OWNERSHIP

(Number of schools indicated)

N = 104

| Size of School | No Projector | One Projector | Two Projectors | More than Two Projectors | Privately Owned | No Response |
|----------------|--------------|---------------|----------------|--------------------------|-----------------|-------------|
| 1 room | 14 | 2 | | | 1 | 7 |
| 2-rooms | 1 | 5 | | | | 3 |
| 3-5 rooms | 2 | 12 | | | | 6 |
| 6-8 rooms | | 17 | | | | 3 |
| 9-12 rooms | 2 | 15 | | | | 3 |
| over 12 rooms | 2 | 7 | 1 | | | 1 |
| Total | 21 | 58 | 1 | | 1 | 23 |

In a survey of the Audio-Visual Branch files for the divisional and county schools in the whole province only eleven schools reported owning two projectors, while four had three. In all these cases the enrolment of each of the schools was over 300 pupils.

The indication is that where schools have projectors the recommended minimum of one projector per 300 pupils is being met, at least in the smaller schools. In most cases schools with enrolments of over 300 pupils are operating with only one projector and here the recommended standard is not being met. Only one school of over 300 enrolment reported having two projectors.

Access to projectors. The presence of a projector in a school, however, does not assure that a teacher has satisfactory access to it when it is required. Out of 342 teachers responding to the query, 286 indicated satisfactory access to a projector, while 56 did not have satisfactory access.

Some common reasons for unsatisfactory access were given as:

1. Whole school sees films at one time in auditorium and they are not available to a teacher for individual use.
2. Projector is often in another building.
3. Principal will not allow teachers to operate projector.

Makes of projectors. In 1954, Schuller¹ noted that there were 43 models of 16 mm. sound projectors. A check five years later reveals that there are at least 57 16 mm. sound projectors available on the market. This variety of projectors does tend to create a dilemma to the administration when purchase is being considered. New teachers coming into a school, where strange projectors are present, will hesitate to run them.

Although the variety of projectors available is considerable, it is fortunate that most schools in Alberta have confined themselves to a few makes.

Table XVII shows the makes of projectors used. This information was secured from the files of the Audio-Visual Aids Branch and includes all the divisional and county schools in Alberta. Only a few schools neglected to indicate the makes of their projectors.

¹Schuller, Charles R. (ed.) The School Administrator and His Audio-Visual Program. (Washington, D.C.: 1954), pp. 72-76.

TABLE XVII
MAKES OF PROJECTORS IN USE

| Make of Projector | No. of Schools |
|-----------------------|----------------|
| Bell & Howell | 263 |
| Victor (Animatograph) | 59 |
| Movie Mite | 52 |
| RCA Victor | 18 |
| DeVry | 17 |
| Ampro | 17 |
| Kodak (Kodascope) | 13 |
| Forway | 10 |
| Apsco | 1 |
| Educator | 1 |
| Holmes | 1 |
| Northern Tool & Gauge | 1 |

Audio-Visual equipment can play an important part in the teaching process. It must be functional, easy to operate, simple, and foolproof. Only then will it be enthusiastically accepted and used by the teachers.

Sanborn¹ deplores the lack of improvement in projector design:

This is not the case with present audio-visual equipment. For the most part it is cumbersome, difficult or understandardized in operation, unattractive, noisy, and not up to what American engineering has done in countless similar equipment appliance fields. For example, take four current models of different 16 mm. motion picture projectors and put them beside the same make manufactured 15 years ago. Note any difference? Hardly any. Projectors have simply not changed, other than a series of color and knob placement faceliftings and some desirable internal mechanism improvements. Essentially the projectors of today are the same as 15 years ago, and they are replete with the same problems and limitations. Now turn in another field, e.g. vacuum cleaners - compare them with 15 year old counterparts - The difference is startling; it is obvious.

¹William B. Sanborn, "Our Future Stake in Instructional Tools", Educational Screen and Audio-Visual Guide, XXXVIII, (December, 1959), p. 641.

V. FILM USE PRACTICES

Although adequate equipment and materials are essential to a film program, the teachers' instructional methods and procedures in the effective use of films must be emphasized. The "fad" or "aid" concept of educational films still persists in too many quarters. In the most effective utilization situation, the films used must primarily be of value to the student and very often require considerable additional effort by the teachers. Sound principles of pedagogy are still involved and must not be neglected by the teacher.

Here we must consider the competency of teachers to use films as teaching instruments, as well as their ability to contend with the operation of the projection equipment. We must determine how effectively teachers are prepared to use films.

Competency levels. Six possible competency levels, adapted from White¹, were described in the general questionnaires sent to teachers and principals. Level VI is the desirable and an easily attainable level. It might well be

¹Frederick A. White, Teacher Competency in the Use of Audio-Visual Materials," Audio-Visual Communication Review, I (Spring, 1953), pp. 91-98.

achieved by all teachers if they are well prepared and desirous of being good teachers. If the percentage of teachers judged to be functioning at Level VI falls significantly below 100 it would indicate a failure in the preparation of the teachers.

Level V is an average level - not good and yet not bad. This level leaves much to be desired and is not descriptive of good teaching. Those teachers judged to be functioning at this level, or any one of the four lower levels, must be thought of as either teachers who have not been adequately prepared, not interested or capable of reaching a desirable level, or unfortunate enough to teach in a situation that does not provide the materials for those teachers who want to use them.

Level IV describes the lowest level where films are actually used, - possibly more misuse than use.

Level III describes the situation in which the equipment was not available to the teacher.

Level II describes those who had not explored the availability of material.

Level I considers those who simply do not make use of the media even though they have been informed of the availability.

Each of the teachers was asked to rate himself as

to his competency in teaching with films. The principals were also asked to rate their staffs, and to give the number of teachers on their staffs fitting each competency level.

Table XVIII gives the complete description of the performance levels with the number of teachers performing on each level, while Table XIX gives the percentage of teachers performing on each level.

TABLE XVIII
COMPETENCY LEVELS - 16 mm. MOTION PICTURES

| Level | Teachers' Question- naire | Principals' Question- naire |
|--|---------------------------------|-----------------------------------|
| | N = 334 | N = 348 |
| VI SELECTION: On basis of previous knowledge or by careful searching; knowledge of several good sources; final selection based on accepted evaluation on principles. UTILIZATION: Always previews or has intimate knowledge from previous viewing; does vocabulary work if at all necessary; careful preparation of students; reshows if need exists; used as an integral part of the learning situation; follow-up work explored. EVALUATION: Written evaluation for future use; evaluation on accepted principles; methods of utilization evaluated. OPERATION: Operates with no fear; gets very good projection results; is able to teach others to operate; realizes the need to make operation as unnoticed as possible. | 47 | 52 |
| V SELECTION: Found by search of materials listed in Audio-Visual Branch or Department of Extension catalogues; limited knowledge of sources. UTILIZATION: Usually previews or has seen films before; gives only a brief introduction; some discussion afterward; little or no follow-up. EVALUATION: Informal evaluation of both film content and method presentation. OPERATION: Operates but not confidently; prefers to have someone else do it. | 210 | 184 |
| IV SELECTION: Films ordered by others; uses films obtained for other teaching purposes; not clearly aware of sources. UTILIZATION: Seldom or never previews; little or no introduction of film; limited student participation; uses films for other than basic teaching purposes. EVALUATION: Concern ends with showing of film; no evaluation of film or utilization procedures. OPERATION: No knowledge of operation or has forgotten and not relearned; rarely operates projector. | 49 | 69 |
| III Equipment not available to the teacher | 5 | 18 |
| II Availability of equipment not explored by the teacher. | 4 | 5 |
| I Equipment available but not used by teacher | 19 | 20 |

TABLE XIX
PERCENTAGE OF TEACHERS PERFORMING ON VARIOUS LEVELS

| Level | Teachers' own estimate N = 334 | Principals' own estimate N = 348 | White's study ¹ (Wisconsin) N = 106 |
|-------|--------------------------------------|--|--|
| VI | 14.1% | 14.9% | 6.6% |
| V | 63.0* | 53.0* | 50.9* |
| IV | 14.7 | 19.8 | 26.5 |
| III | 1.5 | 5.2 | 0.9 |
| II | 1.2 | 1.4 | 2.8 |
| I | 5.7 | 5.7 | 12.3 |

* indicates median level

In the teachers' own estimate, the 14.1 percent at Level VI (47 out of 334 teachers) were the only ones who consistently previewed films before using them, who spent any significant amount of time preparing students to see the films, or who engaged in any effective follow-up activities. Twenty-eight of the 334 did not use any films and in only 5 of these cases was it because of not having a projector available.

Except for that in Level III, the principals' estimate of their staffs was almost identical to that which the teachers gave themselves.

¹Ibid., p. 95.

Educators are generally in agreement that the best utilization of educational films takes place in the classroom with one class present and with only one film used in a given period. Also essential are proper presentation and follow-up discussions and activities. To accomplish this a second showing of the film during the same period or at a later date may sometimes be necessary.

The use of films should always be serious work integrated with all other learning activities and instructional materials.

Where are films being shown? Although the criteria recommend that a class view a film in its own classroom, only 24 classes out of 209 using the utilization study films did so. It is evident from the information in Table XX that the auditorium or the audio-visual room is where most classes view films.

The facilities available for the showing of films within the schools were also recorded in the principals' responses to the general questionnaire. These are tabulated in Table XXI. Except in a few instances, the schools represented here are different from those indicated in Table XX.

TABLE XX
WHERE ARE FILMS BEING SHOWN?

| LOCALE OF FILM SHOWINGS: | (UTILIZATION QUESTIONNAIRE) Number of Classes N = 209 |
|--------------------------|--|
| Own Classroom | 24 |
| Other Classroom | 34 |
| Auditorium or Gymnasium | 59 |
| Audio-Visual Room | 89 |
| Darkened Hallway | 5 |
| Library | 2 |
| Lunch Room | 2 |

TABLE XXI
PROJECTION FACILITIES IN SCHOOLS
(General Questionnaire)

| Type of Facility | No. of Schools |
|--------------------------------|----------------|
| Classroom only | 13 |
| Assembly Hall or Auditorium | 6 |
| Audio-Visual Room | 16 |
| Classroom & Auditoriums | 2 |
| Auditorium & Audio-Visual Room | 3 |
| Darkened Hallway | 2 |
| Lunch Room | 1 |
| Home Ec. Room | 1 |
| Staff Room | 1 |

In the majority of cases, those principals indicating "Classroom only" are from small schools who have no other facilities available. Again, facilities other than the classroom, seem to be the places where instructional films are screened.

Purpose of showing film. Educational films are not entertainment films as some critics of modern education have claimed. They have been specially produced for teaching purposes. Before a teacher uses a film he should have an educationally sound reason for using it. In only a few cases would the film be available so that the recognized procedures of film utilization could be carried out by the teacher. It is recognized that a skilful teacher could still make good use of a film even if it was not available at the exact time that its subject matter was being studied. Table XXII indicates the teachers' reasons, from the standpoint of classroom procedure, for using the seven films selected for the utilization study.

The most common reason for using a film, "no lesson, shown for general interest only," smacks of the ill-founded idea that children will get something out of a movie regardless of its relation to any topic being studied. "Arrived too early, but used to motivate interest, etc", could be placed in the same category. These two reasons account for 101 or 44.9 percent of the reasons why films were shown.

TABLE XXII
WHY WAS THE FILM SHOWN?

| Reason for Using Film | No. of Teachers N = 225 |
|---|----------------------------|
| 1. To introduce material (provided motivation in initiating a unit) | 9 |
| 2. To present material during a unit | 35 |
| 3. To summarize or culminate | 22 |
| 4. Arrived too late, used as review | 55 |
| 5. Arrived too early, but used to motivate interest, etc. | 26 |
| 6. No lesson, shown for general interest only | 75 |
| 7. Used for language study | 2 |
| 8. Shown in response to questionnaire | 1 |

Grade level of viewers. A total of 353 grade groups viewed the films included in the survey. Each film was received from the Audio-Visual Aids Branch of the Alberta Department of Education. Included in its listing is a recommendation as to the grade level or levels at which the film should properly be used. These recommendations are made by the film producers and reviewers on the basis of vocabulary levels, difficulty of concepts presented, and relation to areas of study for the various grades.

Table XXIII shows the grade levels of the viewers.

Table XXIV shows the grade levels at which films were shown and the levels recommended for these films. It is apparent that many classes were shown films not suited to the viewers.

TABLE XXIII

GRADE LEVELS OF VIEWERS

| Name of Film | Grade Level of Film | Number of viewer grade groups | | | | | | | | | | | Total Grade Groups | No. of Class-rooms |
|-------------------------|---------------------|-------------------------------|----|----|----|----|----|----|---|---|----|----|--------------------|--------------------|
| | | G R A D E | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | |
| Spotty, Story of a Fawn | 1-2 | 25 | 25 | 21 | 13 | 5 | 5 | 3 | 3 | 2 | | | 102 | 74 |
| Eskimo Children | 3-4 | 12 | 11 | 10 | 5 | 6 | 4 | 2 | 2 | 1 | | | 53 | 43 |
| Teeth Are to Keep | 3-4 | 5 | 5 | 4 | 2 | 1 | 1 | | | | | | 18 | 14 |
| Our Earth | 5-6 | 3 | 3 | 3 | 5 | 9 | 10 | 3 | 3 | 3 | | | 45 | 34 |
| What is Soil | 5-6 | 1 | 1 | 1 | 2 | 5 | 6 | 2 | 2 | 4 | | | 21 | 17 |
| Day and Night | 7-8-9 | 7 | 7 | 9 | 16 | 15 | 16 | 10 | 8 | 6 | 3 | 2 | 99 | 70 |
| YourForest Heritage | 7-8-9 | | | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 1 | | 15 | 4 |

* Blocked in figures indicate the number of grade groups at the appropriate level of film usage as suggested by the Audio-Visual Aids Branch, Alberta Department of Education.

The main object of this exercise is to determine
 the rate of reaction for the reaction

$$2\text{H}_2\text{O}_2 \rightarrow 2\text{H}_2\text{O} + \text{O}_2$$
 by measuring the volume of oxygen gas evolved
 at different times.

| Time (min) | Volume of O_2 (cm ³) | Rate of reaction (cm ³ min ⁻¹) |
|------------|---|---|
| 0 | 0 | 0 |
| 10 | 10 | 1.0 |
| 20 | 20 | 1.0 |
| 30 | 30 | 1.0 |
| 40 | 40 | 1.0 |
| 50 | 50 | 1.0 |
| 60 | 60 | 1.0 |
| 70 | 70 | 1.0 |
| 80 | 80 | 1.0 |
| 90 | 90 | 1.0 |
| 100 | 100 | 1.0 |
| 110 | 110 | 1.0 |
| 120 | 120 | 1.0 |
| 130 | 130 | 1.0 |
| 140 | 140 | 1.0 |
| 150 | 150 | 1.0 |
| 160 | 160 | 1.0 |
| 170 | 170 | 1.0 |
| 180 | 180 | 1.0 |
| 190 | 190 | 1.0 |
| 200 | 200 | 1.0 |

Name: _____
 Date: _____

TABLE XXIV

GRADE LEVEL OF VIEWERS AND SUGGESTED GRADE PLACEMENT OF FILMS

(Showing number of viewer grade groups)

| Grade Level of Viewing Class | Films Suggested for Pri. Use (Gr. 1 & 2) | Films Suggested for Je. Use (Gr. 3 & 4) | Films Suggested for Ue. Use (Gr. 5 & 6) | Films Suggested for Jr. H.S. Use (Gr. 7-8-9) |
|------------------------------|--|---|---|--|
| Pri. (Grades 1 & 2) | 50* | 34 | 10 | 8 |
| Je. (Grades 3 & 4) | 33 | 21* | 12 | 5 |
| Ue. (Grades 5 & 6) | 8 | 11 | 30* | 17 |
| Jr. H. S. (Grades 7, 8 & 9) | 14 | 27 | 35 | 32* |

* These figures indicate number of grade groups at the appropriate level as suggested by the Descriptive List of the Audio-Visual Aids Branch, Alberta Department of Education.

It is difficult to ascertain if all of the films shown at appropriate suggested grade levels were used to good educational advantage, but at least they tended to fall within the abilities and interests of those grades.

It is doubtful if any of the showings of films recommended for more advanced groups, such as "Day and Night", could have had any educational value for grade one. However, in the showings of "Eskimo Children" and "Day and Night", the majority of viewers were in grade groups neighboring the optimum group. There is no doubt that with proper utilization they could have been used to good advantage in such circumstances.

Composition of audience. The number of grades present at each showing ranged from one to eleven. Table XXV shows the breakdown for each film showing.

Although there was a tendency to limit each showing to one or two grades, there is evidence that a large number of showings were to the whole school or a large section of the whole school without regard to grade level suitability. In only 37 out of 113 showings was a film shown to one class or one grade group.

Number of films viewed at each showing. Criteria indicate that only one film should be screened at a showing. Evidence indicates that as many as six films were presented at each showing. Many of the schools are using

TABLE XXV

NUMBER OF GRADES VIEWING EACH SHOWING

| Name of Film | Grade Level | Number of Grades Present | | | | | | | | | | |
|-------------------------|-------------|--------------------------|----|----|----|---|---|---|---|---|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Spotty, Story of a Fawn | 1-2 | 12 | 12 | 3 | 5 | 1 | 2 | | 1 | 1 | | |
| Day and Night | 7-9 | 6 | 6 | 5 | 2 | 1 | 2 | | 1 | | | 2 |
| Eskimo Children | 3-4 | 5 | 5 | 3 | 1 | | 1 | | | 1 | | |
| Teeth Are to Keep | 3-4 | 5 | 1 | 1 | 1 | | | | | | | |
| Your Forest Heritage | 7-9 | | 1 | | | | 1 | 1 | | | | |
| Our Earth | 5-6 | 6 | 5 | 2 | 1 | | 1 | | 1 | | | |
| What is Soil | 5-6 | 3 | 2 | | 1 | | | 1 | | | | |
| TOTAL = 113 | | 37 | 32 | 14 | 11 | 2 | 7 | 1 | 3 | 2 | | 2 |

the films for "movie" periods only. Table XXVI indicates the number of multiple showings for each of the films selected for utilization study.

Almost 39 percent of the showings involved using only one film at a sitting; in 30 percent of the cases two films were shown; in 17 percent of the cases three films were shown; in approximately 10 percent of the cases four films were shown. One showing of six films was reported.

Teacher preview and acquaintance with films.

Teacher preparation is the basis of a good film lesson. Most teachers would agree that good classroom lessons are always prepared before the teacher appears before the class, no matter how many times those lessons have been taught by him previously.

Out of 213 teachers whose classes saw a film, (see Table XXVII) only 19 took the trouble to preview the film while 74 depended upon their previous use of the film to prepare themselves for the lesson. The balance got their information from the film catalogues, film guides, verbally from other teachers, or made no effort, whatsoever, to acquaint themselves with the film prior to showing.

TABLE XXVI

MULTIPLE SHOWINGS

| | No. of Showings | No. of Multiple Showings | No. of Classrooms Viewing Multiple Showings | Total Classrooms Viewing Film | No. of films viewed at each showing | | | | | |
|-------------------------|-----------------|--------------------------|---|-------------------------------|-------------------------------------|----|----|----|---|---|
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| Spotty, Story of a Fawn | 37 | 21 | 51 | 74 | 16 | 12 | 5 | 2 | 2 | |
| Day and Night | 25 | 16 | 47 | 70 | 9 | 5 | 9 | 1 | | 1 |
| Eskimo Children | 16 | 11 | 31 | 43 | 5 | 5 | 1 | 4 | 1 | |
| Teeth Are to Keep | 8 | 4 | 9 | 14 | 4 | 3 | 1 | | | |
| Your Forest Heritage | 3 | 1 | 2 | 4 | 2 | 1 | | | | |
| Our Earth | 16 | 10 | 30 | 41 | 6 | 5 | 2 | 3 | 1 | |
| What is Soil | 8 | 6 | 15 | 22 | 2 | 3 | 1 | 1 | | |
| TOTAL | 113 | 69 | 185 | 268 | 44 | 34 | 19 | 11 | 4 | 1 |

TABLE XXVII
TEACHER PREVIEW AND ACQUAINTANCE WITH FILM

| Did you acquaint yourself with the film by: | No. of Teachers |
|--|-----------------|
| a. previewing before showing? | 19 |
| b. using it previously? | 74 |
| c. hearing or reading about it? | 101 |
| d. no knowledge of film | 9 |
| TOTAL | 213 |

Method of presentation. The degree of preliminary preparation and follow-up activities is very important in film presentation. Table XXVIII shows the teachers' practices in this regard based on their utilization of the seven films selected for this study.

Method No. 4 is the ideal method of a film presentation, yet only 42 out of 211 or 19.9% of the teachers used it. Fifty-nine or 28.9% of the teachers were satisfied with their class seeing the film only. Eighty-three or 39.3% gave little or no introduction, but attempted some sort of follow-up.

The most common form of film presentation involved the showing of the film with little or no introduction but with some sort of follow-up attempted. No

TABLE XXVIII
METHOD OF FILM PRESENTATION

| Method | No. of Teachers Using Method N = 211 |
|--|--|
| 1. Film shown with little or no introduction | 59 |
| 2. Film shown with little or no introduction, but some sort of a follow-up attempted | 83 |
| 3. There was talk about points to look for in the film, vocabulary explanation, showing | 27 |
| 4. There was talk about points to look for in the film, vocabulary explanation, showing, discussion, and some form of follow-up such as writing a paragraph. | 42 |

attempt was made to ascertain the nature of the follow-up activities but they could have included anything from an oral discussion with the class to the writing of a paragraph or reports.

Over one-quarter of the films were just shown - no introduction, no follow-up.

The least common type of showing was one where the discussion preceded the showing of the film with no follow-up attempted.

Approximately one-fifth of the films were shown in the desirable manner with an introduction preceding the showing and a follow-up activity after the showing.

Repetitive showings. Although criteria indicate that a second showing of a film is often desirable, in most cases repetitive showings are rare. Out of 206 classrooms reporting, 30 saw a repeat showing, while only one film was shown to the same class three times. See Table XXIX.

TABLE XXIX
REPETITIVE SHOWINGS OF FILMS

| Name of Film | No. of classrooms viewing | | |
|-------------------------|---------------------------|-------------------|---------------------|
| | Saw Film Once | Saw Film Twice | Saw Film 3 times |
| Spotty, Story of a Fawn | 49 | 8 | |
| Day and Night | 45 | 6 | |
| Eskimo Children | 23 | 9 | |
| Teeth Are to Keep | 9 | - | |
| Your Forest Heritage | 5 | - | 1 |
| Our Earth | 30 | 5 | |
| What is Soil | 14 | 2 | |
| N = 206 | 175 | 30 | 1 |

Out of 200 responses to the question "Were any parts of the film reviewed and a sequence repeated?", only eight indicated that they were.

Out of 212 classrooms viewing a film, stops were made during the showing for discussion or clarification in only 21 cases.

Teacher operators. If teachers are going to use films as a functional part of their teaching, it is logical to expect them to be able to operate projectors. Even when student operators are available, teachers should also know how to operate the machine. Only then will teachers be quite likely to have more interest in using films and a greater readiness to use them. Knowing how to operate the projector makes teachers more willing to re-show an entire film or to use part of a film, to pre-view more films, and, most important of all, to use more films.

In the screening of the seven utilization films, the teacher of each class was asked to indicate who operated the projector at the showings their classes saw. Results are indicated in Table XXX.

On the general questionnaire, 33 schools reported that only teachers operate the equipment. One school stated that equipment was operated only by student operators. In seventeen schools the projectors are operated

TABLE XXX
PROJECTOR OPERATORS

| Operator | N = 214 | Number |
|-------------------------------------|---------|--------|
| Classroom teacher | | 82 |
| Other classroom teacher | | 107 |
| Film Coordinator (as operator only) | | 3 |
| Student from teacher's own room | | 8 |
| Student from other classroom | | 11 |
| Principal (as operator only) | | 3 |

by trained students and teachers together. In each of three schools the projector was operated by the principal only, the film coordinator only, and a teacher-operator only.

Out of 334 teachers, 115 reported that they were not capable of operating the projector and had to have someone else do it for them. Table XXXI shows the number of teachers dependent upon other operators and who these operators are.

That no teacher listed the film coordinator as the person operating the projector might indicate the lack of a film coordinator within the school or knowledge of his role. The principal or vice-principal seems to function in this capacity.

TABLE XXXI
WHO OPERATES FOR NON-OPERATING TEACHERS?

| Projector operated by | No. of Teachers Requiring this Assistance. N = 120 |
|-----------------------|---|
| Other teachers | 68 |
| Principals | 35 |
| Students | 11 |
| Vice-principals | 5 |
| Caretaker | 1 |
| Film Coordinator | 0 |

Projection difficulties. Out of 113 showings, projection difficulties were experienced in 23 of them. The most common trouble, occurring ten times, was film breaks. Lost loops, due to torn sprocket holes, occurred five times; loss of sound, six times; rewind trouble, twice; and a broken belt and blown fuse, once each.

The operator was able to fix his own trouble except in three instances. A shop teacher was called in to replace a broken belt, a principal to fix a broken film and a vice-principal to get the rewind working.

Evidently operators are generally able to remedy their own routine projection difficulties.

Care of equipment. No matter how efficient a piece of equipment is, its efficiency is reduced if it is not properly cared for.

In a response to a question about their capability of making minor repairs to the projector, such as oiling and replacing a burned-out lamp, 228 teachers answered they could not do so, while 108 said that they could. Six were doubtful as to their capabilities in this regard.

Forty-eight principals indicated that their projection equipment was cleaned and lubricated regularly. One principal said that it was not. Table XXXII indicates the personnel given as being responsible for the routine cleaning and lubricating of projection equipment.

TABLE XXXII

ROUTINE CARE OF PROJECTOR

| Person Responsible | No. of Schools |
|------------------------|----------------|
| Principal | 23 |
| Film Coordinator | 10 |
| Vice-principal | 3 |
| A Teacher | 2 |
| Person Using Equipment | 2 |
| Caretaker | 1 |
| Outside Electrician | 3 |

Again the principal seems to be the "jack of all trades" who must look after the routine care of equipment.

Teacher training in operation of projection equipment. The vast majority of teachers thought that they did not have enough training in the operation of the projection equipment. There were 270 in this category, while 79 thought they had sufficient training. Four were doubtful.

Table XXXIII shows where those who thought they had enough training got that training. Seven teachers indicated two sources, the second being experience in six cases.

TABLE XXXIII
SOURCES OF TEACHER TRAINING

| Source | | No. of Teachers N = 79 |
|---|----------------|---------------------------|
| Experience on the job | | 38 |
| Teacher training institutions: | | 19 |
| | Alberta | 11 |
| | Saskatchewan | 3 |
| | England | 3 |
| | Manitoba | 1 |
| | U.S.A. | 1 |
| School staff members: | | 18 |
| | Principal | 9 |
| | Vice-principal | 2 |
| | Other teachers | 7 |
| Institute (e.g. National Film Board operated) | | 4 |
| In-service training | | 4 |
| Military service, e.g. R.C.A.F. | | 2 |
| Theatre work | | 2 |
| Hobby | | 2 |
| Student training in high school | | 1 |

Pre-service teacher training. While 48 teachers thought they got sufficient instruction in the classroom use of films in their teacher-training courses, 267 did not think so. These 48 teachers were asked to indicate in what teacher training institution they received their instruction. See Table XXXIV

TABLE XXXIV
PRE-SERVICE TEACHER TRAINING

| Name or location of institution | No. of Teachers N = 48 |
|---------------------------------|---------------------------|
| University of Alberta | 29 |
| Calgary Normal | 5 |
| England | 5 |
| Saskatchewan | 4 |
| Toronto | 2 |
| Manitoba | 1 |
| Nova Scotia | 1 |
| U. S. A. | 1 |

Fourteen out of the 48 took their instruction at summer school. Five took the audio-visual course, Education 312. Six got their instruction incidently as part of methods courses. Two teachers got their instruction in Education 306 and one in Education 280.

Need for in-service training. Two hundred and thirty-one teachers thought that their utilization of films could be improved by a program of teacher in-service training within the school.

A majority of teachers indicated that they thought they did not get sufficient instruction in the classroom use of films as a part of their teacher-training courses. Only forty-eight teachers thought that the teacher-training institution they attended had provided them with adequate instruction in the use of films. One was doubtful.

Thirty-four teachers did not answer any part of this question.

Availability of teacher assistance. Upon being asked if there was someone in the school who was capable of giving the teacher adequate assistance and instruction in the operation of projection equipment, as well as the utilization of films, when required, 298 teachers answered in the affirmative while 32 said there was no one to help them. The following indicates the number of teachers and the school personnel whom the teachers thought were capable of helping them.

| | |
|------------------|-----|
| Principals | 162 |
| Vice-principals | 56 |
| Film Coordinator | 22 |
| Other teachers | 104 |
| Caretaker | 8 |

Audio-visual periodicals. The level of professional growth and interest in the use of audio-visual aids among the teachers may to some extent be reflected by the number of subscriptions to one or more of the several excellent periodicals in the audio-visual field.

Not a single principal indicated that his school subscribes to such a periodical.

Out of the 273 teachers who answered the questionnaire if they were subscribers to one or more periodicals in the audio-visual field only one indicated that he was. The periodical in this case was given as a periodical bulletin issued by the National Film Board.

Student operation of equipment. Fifteen principals indicated that their schools had well-trained student assistants to help teachers with the mechanical operation of equipment if their services were needed, yet out of 335 teachers who answered the question if they had a student (or students) within their classroom who were capable of setting up and operating the projection equipment, only 57 indicated that they did. Of these, only three were teachers of grade five or lower. Eighty-five teachers of grades above five indicated that assistance was available from students.

It is, perhaps, understandable that practically all of these 57 teachers were in charge of classrooms above the fifth grade. Audio-visual authorities reason that students of the lower grades are not mature enough to be trained to operate delicate and expensive projection equipment.

Scheduling. Four schools reported using films on a master schedule in which the same period was assigned to a teacher throughout the entire year. Eight schools indicated the use of a set schedule but provided additional time during the week when teachers could request films on flexible time bases. Thirty-five schools employ a completely flexible schedule when arrangements for showings are made as necessary. One school reported the showing of all films to a combination of the classes in a weekly film period.

Purposes served by films. The purposes served by the use of films as audio-visual material have been established by repeated research. Fifty-six teachers in a 1954 summer workshop in Indiana State Teachers' College representing a cumulative total of 550 years of teacher experience agreed upon a list of purposes¹ which correspond very closely with purposes as defined by other groups.

¹Young, op. cit., p. 2.

Each teacher, participating in the survey, was asked to check the purposes that he thought were borne out by the use of the selected films. Table XXXV shows the responses for 214 teachers.

TABLE XXXV
PURPOSES SERVED BY FILM

| Purpose | Times Purpose Fulfilled |
|--|----------------------------|
| 1. To provide more direct, concrete experience | 96 |
| 2. To create greater interest; motivate learning | 154 |
| 3. To increase persistence or retention of learning | 83 |
| 4. To bring impressions of reality from all parts of the world | 86 |
| 5. To provide a better informational background for thinking | 92 |
| 6. To produce a clearer, better understanding | 145 |
| 7. To develop desirable attitudes | 32 |
| 8. To provide a means of reviewing, summarizing, and correlating knowledge | 96 |
| 9. To supplement, add variety and participate activity to learning | 140 |
| 10. To increase the speed of learning | 42 |

Teachers' evaluation of what films accomplish.

The distinctive features of audio-visual instruction are the use of concrete material and situations to clarify concepts, provide lifelike environment, and motivate activity. The outcomes should be a more realistic approach to problems, a more critical attitude, greater curiosity, a better understanding of one's self as an individual, and a more active desire to participate in group activities than would have been the results using verbalism.¹

Teachers were asked three questions regarding the contribution they felt the films made to the educational program. The number of teachers checking each item is indicated in Table XXXVI. Eleven teachers gave no response while three indicated that none of the accomplishments were satisfied.

TABLE XXXVI
WHAT DO FILMS ACCOMPLISH?

| Accomplishment | No. of Teachers Indicating | N = 201 |
|--|-------------------------------|---------|
| a. Added effectiveness to teaching | 105 | |
| b. Increased class participation and discussion | 89 | |
| c. Made a contribution to the students' understanding of the subject | 190 | |

Regardless of the competency levels of the teachers to use films, they feel that accomplishments are worthwhile and add to their teaching.

¹John C. Schwartz, Evaluative Criteria for an Audio-Visual Instruction Program. (Dubuque, Iowa: Wm. C. Brown, 1950), p. 14.

VI. ADMINISTRATION AND SUPERVISION

The intelligent use of films can best be promoted by the audio-visual supervisor who should have a clear concept of the aims and objectives of education within the schools and of the methods and techniques through which films can provide significant curriculum experiences for the learners.

In Alberta no division or county employs a full time or even a part-time audio-visual supervisor. The only professionally trained full-time audio-visual supervisor, as far as the schools are concerned, is the Supervisor of the Audio-Visual Aids Branch, Department of Education, which functions in the interest of the whole province. His duties include both administrative and supervisory responsibilities.

Audio-Visual Aids Branch.

The degree of success of any film program is in a large measure dependent upon the person in charge. Such a program will only function satisfactorily if adequate provisions are made for supervision and administration.

Before 1945, whatever film program was functioning in the schools was mainly under the direction and encouragement of the Department of Extension of the University of Alberta. This organization is still serving the schools in this capacity, but is now concentrating more in the

field of adult education. Increasing demands for school films prompted the Alberta Department of Education to establish the Audio-Visual Aids Branch which was to assist and service the audio-visual program in all Alberta schools. The main activity has been in the field of supplying educational films to the schools.

The Department of Education, realizing that most Alberta school systems were too small to provide economically an adequate audio-visual centre, set one up to serve the whole province. Growing pains and demand for more service indicate that it would be desirable if the larger centres in the province set up their own audio-visual centres.

Supervisor. The Supervisor of the Audio-Visual Aids Branch has very capably attempted to carry out all the functions of his office and in so doing has been the key person responsible for film utilization in the province.

Besides being responsible for the operation of a film library to serve Alberta schools, the Supervisor has carried out a program of supervision and guidance in the use of film materials.

Publications. The Film Catalogue is periodically revised so that all materials are correlated with the units as set out in the Curriculum Guide. Thus the teacher

is easily able to locate film materials dealing with the unit he is teaching.

"Notes to Users" are issued periodically. From time to time some of these have been extensively revised. Some dealing primarily with film utilization are:

- No. 24 - 16 mm. Films in the Audio-Visual Aids Branch of Interest to Superintendent, Principals, and the Members of the Faculty of Education.
- No. 16 - The Five Steps in Using Film Materials
- No. 17 - Projection Equipment Available for Educational Use.
- No. 23 - Film Coordination & Use in Your School
- No. 33 - Care & Handling of Projectors and Films
- No. 40 - What Every Teacher Should Know About Film Projection.
- No. 32 - Learning to Operate Some Projectors
- No. 36 - Points in 16 mm. Projector Operation
- No. 37 - Conditions for a Good Film Showing
- No. 26 - Film Guides for Placing in Your School
- No. 29 - The Film as a Group Discussion Project in Guidance.
- No. 34 - A Teacher Tells How to Get the Most out of Films.
- No. 24 - Principals and Construction of Motion Picture Projectors.
- No. 25 - Types of Film Damage - Its Cause & Remedy
- No. 35 - Student Operator Clubs

Film guides. It has been the practice to place film guides in film cans during the summer months and thereafter they were not replaced since this tended to encourage, rather than discourage, the disappearance of the guides. The film servicing staff had not been able to take care of the replenishing and keeping of these guides in the cans throughout the year. It was suggested that the cost of film guides, which failed to be returned, might be included in the service

charges to the school concerned, but the Committee agreed that time and space were greater factors than cost in making it difficult to keep film guides in film cans at all times. It was felt that it would be more advantageous to teachers if an arrangement were made whereby the guides could be kept in the school.

The supply of film guides for all sound films in the library is approaching the 100 percent mark and are available at five cents each. A copy of a memo regarding film guides may be found in Appendix H.

Field work of the supervisor. The Supervisor of the Audio-Visual Aids Branch attempts to spend at least 25 percent of his time doing in-service work among the teachers of Alberta. This work is greatly hindered by lack of any trained assistants and the great distances that must be travelled to cover the province. He makes special efforts to visit those schools or teacher groups who request his help.

In-service activities of the Supervisor include:

1. Addresses to principals' associations
2. Classroom visitations
3. Demonstration lessons
4. Discussion with teachers

In addition, the Supervisor offers the only specific audio-visual course at present offered at the University of

Alberta, Education 312. This is a summer school course and is not offered during the regular term, however, the Supervisor does get an opportunity to address the student body of the Faculty of Education at this time.

Audio-visual Building Coordinator.

At the local school level, authorities recommend that the supervisor and administration of the film program be placed in the hands of an audio-visual building coordinator. This is the nucleus from which the entire faculty receives information, inspiration, assistance and guidance pertaining to film utilization.

Administrative and supervisory activities. The following questionnaire item, to be completed by each principal, was designed to provide an indication of the presence of basic administrative and supervisory activities which are essential to a sound film program within the schools. The number of principals indicating the presence of each condition is indicated to the left. Responses were received from 47 principals.

Check these if they apply to your school:

- 21 a. There is a film coordinator for the school.
- 29 b. The principal acts as film coordinator.
- 3 c. The coordinator has free time from classes to carry out his duties.
- 4 d. The coordinator has special training in audio-visual methods.

- 15 e. The coordinator organizes in-service training for teachers in the operation of equipment when necessary.
- 11 f. Each teacher is apprised of new materials and techniques.
- 29 g. Teachers know who the coordinator is, his duties, and use his services.
- 15 h. There are well trained student assistants to help teachers with mechanical equipment if needed.
- 7 i. There is a check-out system for equipment so it can be readily located.
- 41 j. Catalogs of films on hand are up-to-date.
- 42 k. Catalogs of films are readily available for teachers' use and are easy to use.
- 23 l. A sufficient number of pertinent films are secured when ordered to make their use worthwhile.

Twenty-one out of 47 principals who answered item (a) indicated there was a film coordinator for the school. However, 25 principals indicated they acted as film coordinators but did not check item (a). Therefore, there are film coordinators in 46 of the 47 schools responding. One principal did not complete the item and four neglected to return a questionnaire.

Where do teachers get in-service training? Only 15 coordinators provide this service while only 11 take the trouble to apprise the teachers of new materials and techniques.

From the response to the preceding item of the principal's questionnaire it can be inferred that most

schools have a film coordinator (46 out of 47) and that in approximately three-quarters of the schools the coordinator is also the principal. It is rare to find a coordinator that has had special training in audio-visual (only 4). The position of film coordinator tends to become just another administration and supervisory item in the role of the principal.

It is also rare (only 3) that coordinators are given free time from classes to carry out their duties. For the principal it is just another chore in his busy schedule. Two of the three schools reporting time off for film coordinators have coordinators who are not principals.

Lack of response to some of the items seems to indicate a lack of understanding of the role of a coordinator within the school so that the proper functions are not carried out or else there is a hesitancy or reluctance on the part of coordinators to fulfill their tasks. Would this be because of the lack of training possessed by the coordinator? Do the coordinators (and they are mainly principals) feel that the use of films in the schools serves no useful purpose? Is it the lack of time that prevents the coordinators from doing the work?

In-service training. The teachers strongly indicate that they need more instruction and training in the use of films. The majority feel that an in-service training

program in film utilization would be useful. Fewer than one-third of the schools indicate any presence of an organized in-service training program and still fewer take the trouble to apprise the teachers of new materials and techniques. Only 11 out of 52 principals indicated that there was someone on the staff who apprised the teachers of films available for their use.

Student assistants. Approximately one-third of the schools indicated that well-trained student assistants to help teachers with mechanical equipment were available. The extent to which this assistance is being used may be indicated by the fact that out of 164 film showings surveyed the operator was a student in only 13 cases.

Check-out system. To insure basic control and maintenance of equipment and materials, as well as to provide maximum mobility, it is essential that a check-out system be in force. Only seven schools indicated that they have such a system. The operation of a check-out system indicated the presence of an organized audio-visual center which is essential to a proper film program within the school. Evidently Alberta schools need some work done in the area.

Film catalogues. As far as the availability of up-to-date film catalogues is concerned, most schools in the survey indicated satisfaction. The Audio-Visual Aids Branch plans to supply looseleaf binders for catalogues, etc. to

all users of films in the province at a nominal cost of \$1.00 per binder. Each binder will be numbered and records will be kept to show what area they are in. In order to keep the binders up to date, the Branch will send out a sheet from time to time which will merely require to be checked and returned.

VII. PRESENT NEEDS AND PROBLEMS

It has been often stated that incomplete teacher preparation is one reason why schools are not making full use of teaching films. A second reason is the question of cost and this contributes to the amount and quality of equipment and materials available to the teacher.

The principals were asked to indicate what they considered to be three of their present problems in order of difficulty. (See Table XXXVII). In making an evaluation of these problems a score of 3 was assigned to those problems indicated by a (1) or most difficult, a score of 2 to those indicated by a (2) and a score of 1 to those indicated by a (3).

Item 17 of the principal's questionnaire was designed to investigate the types of services that the principal thought would be best to improve the use of films in his school. (See Table XXXVIII). Each principal was asked to indicate three in order of merit.

The services were evaluated according to the same ratings as were used for the problems.

TABLE XXXVII
PRINCIPALS' RATING OF PROBLEMS

| | Principals' Rating (Number of Prob- lems indicated) | | | Evalua- tion Score |
|---|---|----|----|--------------------------|
| | 1 | 2 | 3 | |
| Lack of available visual aids in classroom when most needed | 10 | 13 | 6 | 62 |
| Teachers insufficiently trained in the use of visual aids | 9 | 6 | 13 | 52 |
| Insufficient budgetary provision for visual aids | 12 | 2 | 3 | 43 |
| Available visual aids fail adequately to fit the course of study | 2 | 11 | 8 | 36 |
| Lack of understanding of the values of visual aids in instruction | 2 | 7 | 4 | 24 |
| Lack of information on sources of desirable films and other audio-visual aids | 1 | 1 | 1 | 6 |
| Difficult to get teachers to use audio-visual aids | 1 | | | 3 |
| Have a D.C. projector | 1 | | | 3 |
| Difficult to get teachers to use audio-visual aids as teaching aids | | | 1 | 1 |
| Have a lack of space for showing films | | | 1 | 1 |

TABLE XXXVIII
PRINCIPALS' RATING OF DESIRABLE SERVICES

| | Principals' Rating (Number of Problems Indicated) | | | Evaluation Score |
|---|---|----|---|---------------------|
| | 1 | 2 | 3 | |
| Lesson plans to show how audio-visual aids can be correlated with the course of study. | 8 | 12 | 2 | 50 |
| Courses in visual instruction given at conveniently located centres. | 10 | 3 | 9 | 45 |
| Film guides giving content of every film with questions and suggestions for class use. | 6 | 5 | 8 | 36 |
| Demonstration lessons in your school by visual instruction specialist | 7 | 1 | 8 | 31 |
| Some plan to make more projection equipment available to the school. | 6 | 3 | 1 | 25 |
| Additional motion picture produced to fit instructional needs. | 2 | 6 | 6 | 24 |
| Written evaluation of educational films and other audio-visual aids. | 2 | 4 | 3 | 17 |
| Increased attention to visual instruction at teachers' meetings and conventions. | 1 | 2 | 7 | 14 |
| Assistance in organizing and planning the administration of your visual instruction work. | 3 | 1 | 1 | 12 |
| Expert information on minimum requirements for audio-visual equipment. | 1 | 4 | 0 | 11 |
| Supervisory conferences with groups of teachers. | 2 | 1 | 0 | 8 |

CHAPTER V

GENERAL SUMMARY OF FINDINGS AND RECOMMENDATIONS

A study of research reports, specialized journals in the field, and other publications dealing with audio-visual aids provided a series of criteria that were used to evaluate existing conditions and practices in the Province of Alberta with respect to film utilization. This has resulted in several findings for each of the aspects of utilization studied. These are summarized in this chapter, and form the basis, along with the criteria mentioned above, for certain recommendations.

SUMMARY OF FINDINGS

I. MATERIALS

Many teachers use films but there seems to be some question as to the appropriateness or timeliness of these film showings.

1. Divisional and county teachers use only slightly fewer than the recommended minimum of 35 films per year.
2. By using films ordered by other teachers and ignoring their suitability, many teachers find it easy to use the recommended minimum number of films.
3. The complaint that films are not of a suitable level

probably results from the fact that many films are being shown to grades for which they are not intended, either because they just happen to be on hand or because classes are often forced to view films during a film period attended by the whole school or a large portion of it.

4. The number of teachers satisfied and dissatisfied with the film supply is about evenly divided.
5. The major reason for teacher dissatisfaction with the film supply is that films are not available at the exact time they are needed.

II. SELECTION OF FILMS

There is an awareness that teacher judgment should be the basic factor in the selection of films, however, teachers are experiencing difficulty in getting information about new materials as these become available.

1. Either directly or through committee representation, teachers are given the opportunity to have an active part in selecting films.
2. Typically only 39 percent of the classes viewing films see films ordered for their specific use.
3. Teachers have ready access to up-to-date film catalogs.
4. Other than the information found in the catalogs, most

of the teachers feel that they are not kept properly informed of what new films are available for their use.

5. Films selected by the teachers from the Audio-Visual Aids Branch are meeting the recognized criteria for educational films.

III. DISTRIBUTION AND LOCATION OF MATERIALS

The extent of film utilization depends upon the accessibility of materials. Teachers tend to forego using films unless the films are readily available for use.

1. Generally, teachers find that they have to order films too far in advance and that even then they often are not able to get the films requested at the time they are needed.
2. The main source of supply is the Audio-Visual Aids Branch of the Department of Education at Edmonton which, under present conditions, is not able to handle all requests for films.

IV. EQUIPMENT

The extent of film utilization is also determined by the availability of projection equipment. Since expensive and specialized equipment is necessary to make

use of films, it becomes a major administrative problem to provide this equipment.

1. Most schools of ten rooms or less have adequate projection equipment, but the larger schools do not have the recommended minimum number of projectors.
2. Although projection equipment available in the schools is of considerable variety, one make (Bell and Howell) accounts for almost 60 percent of the models, while another 30 percent is accounted for by two makes (Victor and Movie Mite).

V. FILM USE PRACTICES

A film can teach by just being viewed, but good utilization greatly increases its effectiveness. Teachers who use films do not perform at the highest level of efficiency. This is borne out by the following findings:

1. Most films are shown elsewhere than in the classroom.
2. The main purpose for showing a film is for general interest only.
3. The grade level of a film is very often ignored by the teacher.
4. Many showings are not limited to one class at a time.
5. At the majority of showings more than one film is viewed.

6. Teachers make little effort to prepare themselves or their classes for the showing of films.
7. Most films shown by teachers are not requested by them.
8. Most showings involve little more than the actual viewing of the film
9. Repeated showings are rare.
10. Many teachers are not able to operate projectors. Very few feel that they are capable of minor servicing of a projector such as oiling or replacing a burned out bulb.
11. There is a lack of in-service training programs which could be used to improve teacher competency in the classroom use of films. Not one school or teacher reported the availability of professional periodicals in this field.
12. Most teachers feel they received insufficient instruction in the classroom use of films during pre-service training.
13. Very few schools make provision for some type of student assistance to the teachers in operating projection equipment.
14. Teachers are cognizant of and concerned about their own deficiencies in film usage and would like to eliminate them.

VI. ADMINISTRATION AND SUPERVISION

The administrators' and supervisors' concepts of teaching are of more critical importance than those of teachers. The decisions of administrators and supervisors determine in large part the social climate of the school, which in turn has an important effect on the methods and materials used by teachers.

1. There is virtually no audio-visual leadership at the local level where teachers are most acutely aware of the supervisory assistance.
2. The main administrative and supervisory control is at the provincial level where it is active, but of insufficient quantity to cover the whole province adequately.
3. The film coordinator's duties at the school level are usually performed by the principal.
4. It is rare to find a film coordinator who has had special training in audio-visual methods.
5. Little provision is made to provide film coordinators with time free from classes to carry out their duties.
6. Most schools do not have an organized equipment and film check-out system.

VII. PRESENT NEEDS AND PROBLEMS

Principals rated the following as the three most urgent problems in film utilization:

1. Visual aids not available in the classroom when most needed.
2. Teachers insufficiently trained in the use of visual aids.
3. Insufficient budgetary provision for visual aids.

Principals thought that the following services would be the most desirable:

1. Lesson plans to show how audio-visual aids can be correlated with the course of study.
2. In-service courses in visual instruction given at conveniently located centres.
3. Film guides giving content of every film with questions and suggestions for class use.

RECOMMENDATIONS

There is a task and a challenge for everyone with understanding of the power of audio-visual tools in teaching. We might begin by considering the following recommendations:

1. The fact that the Audio-Visual Aids Branch of the Department of Education is not able to handle the

requests for films adequately suggests that some form of decentralization of this service is now desirable.

2. The Faculty of Education should give consideration to increasing emphasis upon the audio-visual program in both pre-service and in summer school courses for teachers. This would help to provide an adequate supply of trained and interested personnel who would be available to organize and conduct in-service courses within each school system.
3. Stimulating and encouraging teachers to grow is essentially a responsibility of the local school administration. Superintendents of schools and principals must be made increasingly aware that it is their responsibility to organize specific services for the teachers in their school systems so that they can and will make intelligent use of films.

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APPENDIX

1. General Questionnaire - Principal

To the Elementary and Junior High School Principal.

With the encouragement of the Audio-Visual Aids Branch of the Department of Education and The Faculty of Education of the University of Alberta, the undersigned is making an evaluation of the effectiveness of the use of films in the instructional program of divisional and county schools in Alberta. The study will be confined to the elementary and junior high school grades only. The information compiled will be used for a Master of Education thesis by the writer. Yours is one of 200 schools being asked to participate.

Please fill in the questionnaire carefully and return it in the enclosed self-addressed stamped envelope.

Enclosed you will find questionnaires for each of your elementary and junior high teachers. Individual envelopes are provided for the teacher's privacy if desired. Will you please see that each of the teachers gets a questionnaire and returns it to you? Sufficient return postage has been provided to return all questionnaires from your school.

Your cooperation in making this a 100% survey would be most appreciated. All information is for statistical use only and specific origin will be kept in strictest confidence.

Geo. Kravetz, Principal
Vegreville Elem. & Jr. High School

PRINCIPAL'S QUESTIONNAIRE (Or film coordinator's)

1. Name of School
2. Total enrolment in school. Grades 1-6 Grades 7-9
3. No. of teachers in school. Grades 1-6 Grades 7-9
4. List the number of Elem. and Jr. H. S. teachers using films:
 - Regularly (40 or more titles per yr.)
 - Frequently (20 - 39 titles per yr.)
 - Occasionally (under 20 titles per yr.).....
 - Not at all

(If no teachers use films it is not necessary to complete the rest of the questionnaire, BUT PLEASE RETURN IT.)

5. How are the films selected? (check one)
 - Teachers hand in requirements and they are ordered as quota permits
 - By the entire staff (including coordinator) acting as a committee
 - By the coordinator alone
 - By a visual education committee
 - List other arrangements

6. Who operates the projection equipment? (Indicate no. of classrooms)
- Teachers only
 - Trained students only
 - Trained students and teachers together
 - List other arrangements
7. Is the projection equipment cleaned and lubricated regularly as required?
- Who is responsible for this?
8. How are showing of the films scheduled?
- Same period assigned to teacher throughout the year
 - As above, but additional time available upon request
 - Schedule flexible, arrangements made as necessary
 - List other arrangements
9. What facilities have you for screening films? (check one or more if applicable)
- Classrooms only
 - Assembly hall or auditorium
 - Audio-visual room
 - List other facilities
10. What is the average number of films your school uses per week?
11. What audio-visual equipment have you in the school? (check)
- 16 mm. sound projectors How many
 - filmstrip projector How many
 - combination filmstrip and slide projector How many
 - micro projector (Bioscope) How many
 - tape recorder How many
12. Below you will find outlined six "performance levels" for teachers using films. Please rate each member of your staff by placing him on that level which most nearly describes his usual performance. Place the greatest emphasis on utilization.

PERFORMANCE LEVELS -- 16 mm. MOTION PICTURES

| | | <u>No. of Teachers</u> |
|----------|---|------------------------|
| LEVEL VI | <p>SELECTION: On basis of previous knowledge or by careful searching; knowledge of several good sources; final selection based on accepted evaluation principles.</p> <p>UTILIZATION: Always previews or has intimate knowledge from previous viewing; does vocabulary work if at all necessary; careful preparation of students; re-shows if need exists; used as an integral part of the learning situation; follow-up work explored.</p> <p>EVALUATION: Written evaluations for future use; evaluation on accepted principles; methods of utilization evaluated.</p> | |

- LEVEL VI OPERATION: Operates with no fear; gets very good projection results; is able to teach others to operate; realizes the need to make operation as unnoticed as possible.
- LEVEL V SELECTION: Found by search of materials listed in Audio-Visual Branch or Department of Extension catalogs; limited knowledge of sources.
UTILIZATION: Usually previews or has seen films before; gives only a brief introduction; some discussion afterward; little or no follow-up.
EVALUATION: Informal evaluation of both film content and method of presentation.
OPERATION: Operates but not confidently; prefers to have someone else do it.
- LEVEL IV SELECTION: Films ordered by others; uses films obtained for other teaching purposes; not clearly aware of sources.
UTILIZATION: Seldom or never previews; little or no introduction of film; limited student participation; uses films for other than basic teaching purposes.
EVALUATION: Concern ends with showing of films; no evaluation of film or utilization procedures.
OPERATION: No knowledge of operation or has forgotten and not relearned; rarely operates the projector.
- LEVEL III Equipment not available to the teacher
- LEVEL II Availability of equipment not explored by the teacher
- LEVEL I Equipment available but not used by the teacher

13. What amount of money was spent per pupil enrolled in your school

| | during 1958-59 | 1957-58 | 1956-57 |
|--------------------------------------|----------------|---------|---------|
| for a-v equipment (projectors, etc)? | | | |
| for a-v materials (filmstrips, etc)? | | | |

14. What are your sources of films? (check all those that apply.)

- Audio-Visual Aids Branch of the Department of Education
- Department of Extension, University of Alberta
- Local library, e.g. Film Council
- National Film Board
- List any other

15. Check these if they apply to your school:

- a. There is a film coordinator for the school.
- b. The principal acts as film coordinator.
- c. The coordinator has free time from classes to carry out his duties.

- d. The coordinator has had special training in audio-visual methods.
- e. The coordinator organizes in-service training for teachers in the operation of equipment when necessary.
- f. Each teacher is apprised of new materials and techniques.
- g. Teachers know who the coordinator is, his general duties, and use his services.
- h. There are well trained student assistants to help teachers with mechanical equipment, if needed.
- i. There is a check-out system for equipment so it can be readily located.
- j. Catalogs of films on hand are up-to-date.
- k. Catalogs of films are readily available for teacher use and are easy to use.
- l. A sufficient number of pertinent films are secured when ordered to make their use worthwhile.

16. Indicate by placing a (1) in the parentheses before the most difficult of your present problems, a (2) before the second most difficult, and a (3) before the third most difficult.

- () Insufficient budgetary provision for visual aids.
- () Lack of available visual aids in classroom when most needed.
- () Available visual aids fail adequately to fit the course of study.
- () Teachers insufficiently trained in the use of visual aids.
- () Lack of understanding of the values of visual aids in instruction.
- () Lack of information on sources of desirable films and other a-v aids.
- () Other (describe):
- () Other (describe):

17. Indicate by placing (1) in the parentheses before the suggested service that would be most helpful to you, a (2) before the second most helpful and a (3) before the third most helpful:

- () Demonstration lessons in your school by visual instruction specialist.
- () Courses in visual instruction given at conveniently located centers.
- () Supervisory conferences with groups of teachers.
- () Written evaluation of educational films and other audio-visual aids.
- () Lesson plans to show how audio-visual aids can be correlated with the course of study.
- () Increased attention to visual instruction at teachers' meetings and conventions.
- () Assistance in organizing and planning the administration of your visual instruction work.
- () Additional motion pictures produced to fit instructional needs.
- () Expert information on minimum requirements for audio-visual equipment.
- () Some plan to make more projection equipment available to the school.
- () Film guides giving content of every film with questions and suggestions for class use.
- () Add any other by writing in margin.

18. Does your school subscribe to one or more periodicals in the a-v field? ...
If yes, please list the names of the periodicals.

19. On the reverse side please make any comments that may be helpful in this survey. Thank you very much.

2. General Questionnaire - Teacher

To the Room Teacher:

With the encouragement of the Audio-Visual Aids Branch of the Department of Education and the Faculty of Education of the University of Alberta, the undersigned is making an evaluation of the effectiveness of the use of films in the divisional and county schools in Alberta. The study will be confined to the elementary and junior high school grades only. The information compiled will be used for a Master of Education thesis by the writer.

Please fill in the questionnaire carefully and return it in the attached envelope to your principal who will send it on to me. The envelope may be sealed. As your school is one of a sampling being made of the whole province, your cooperation in making this a 100% survey would be most appreciated. All information is for statistical use only and specific origin will be kept in strictest confidence.

Geo. Kravetz, Principal
Vegreville Elem. & Jr. H. S.

TEACHER'S QUESTIONNAIRE

1. Name of School
2. Grades taught
3. Indicate your years of teacher training, Years of teaching
experience, degrees, if any
4. Do you use films? If YES, how many per month on the average?
5. What audio-visual equipment have you available for your use? (check)
..... 16 mm. sound projector
..... filmstrip projector
..... opaque projector
List other equipment
6. Do you have ready access to the equipment and films?
7. Of the equipment listed above list those you are not capable of
operating by yourself.
.
8. If not capable of operating the equipment, who operates it for you?
.
9. Are you capable of making minor repairs such as oiling, replacing burned
out lamp, etc.?

10. Do you think you have had enough training in the operation of projection equipment?
11. If YES, how and where did you get this training?

 1
12. Do you think that your utilization of films could be improved by a program of teacher in-service training within your school?
13. Do you think you had sufficient instruction in the classroom use of films in your teacher-training courses?
 If YES, in what teacher-training institution did you get this instruction?
 Was this instruction received as a part of a summer school course? If so, what was the course?

14. Is there someone in the school who is capable of giving you adequate assistance and instruction in operation of equipment and utilization when such help is required by you?
 If YES, who is this person? (indicate if principal, film coordinator, other teacher, etc.)
15. Please study the performance levels listed below and rate yourself by checking the level that you think applies to you in your average use of films with your class. Mark the level which you think best applies to you, crossing out those factors that do not apply to you in that level, and circling those factors that you think apply to you in any of the other levels. Place the greatest emphasis on utilization.

COMPETENCY LEVELS -- 16 mm. MOTION PICTURES

LEVEL VI SELECTION: On basis of previous knowledge or by careful searching; knowledge of several good sources; final selection based on accepted evaluation principles.
 UTILIZATION: Always previews or has intimate knowledge from previous viewing; does vocabulary work if at all necessary; careful preparation of students; re-shows if need exists; used as an integral part of the learning situation; follow-up work explored.
 EVALUATION: Written evaluation for future use; evaluation on accepted principles; methods of utilization evaluated.
 OPERATION: Operates with no fear; gets very good projection results; is able to teach others to operate; realizes the need to make operation as unnoticed as possible.

.....

LEVEL V SELECTION: Found by search of materials listed in Audio-Visual Branch or Department of Extension catalogs; limited knowledge of sources.
 UTILIZATION: Usually previews or has seen films before; gives only a brief introduction; some discussion afterward; little or no follow-up.
 EVALUATION: Informal evaluation of both film content and method of presentation.
 OPERATION: Operates but not confidently; prefers to have someone else do it.

LEVEL IV SELECTION: Films ordered by others; uses films obtained for other teaching purposes; not clearly aware of sources.
 UTILIZATION: Seldom or never previews; little or no introduction of film; limited student participation; uses films for other than basic teaching purposes.
 EVALUATION: Concern ends with showing of film; no evaluation of film or utilization procedures.
 OPERATION: No knowledge of operation or has forgotten and not relearned; rarely operates the projector.

LEVEL III Equipment not available to the teacher.

LEVEL II Availability of equipment not explored by the teacher.

LEVEL I Equipment available but not used by the teacher

16. Are you given an opportunity to participate in the ordering of films?
 Do you have access to up-to-date film catalogs?

17. Are you a subscriber to one or more periodicals in the audio-visual field? If YES, please list the names of the periodicals.

.....

18. (a) Are you satisfied with the films supplied for your use?
 (b) If not, why not?

.....

.....

19. Do you have a student (or students) in your room who is capable of setting up and operating the projection equipment for you?

20. Below make any comments that may be helpful in this survey.
 Thank you very much.

3. Utilization Questionnaire - Principal

To the Principal:

I have been advised by the Audio-Visual Aids Branch of the Department of Education that the film _____ has been booked by your school for use within a few days.

I am making an evaluation of the effectiveness of motion pictures in the instructional program of the divisional and county schools in Alberta. (Elem. and Jr. High Schools only) After the film has been used will you kindly fill out the following questionnaire and have each teacher, whose class has viewed the film, complete a teacher's questionnaire. Sufficient are enclosed for your school. Envelopes are attached for those teachers desiring privacy. Place all completed questionnaires for your school in the self-addressed envelope to which sufficient postage has been attached. Your cooperation in seeing that this is done as soon as possible after the last showing would be greatly appreciated.

The information compiled will be used for a M. of Ed. thesis by the writer. As only the study of the use of a limited number of films is being attempted it is imperative that returns from your school be completed. All information is for statistical use only and specific origin will be kept in strictest confidence.

May I take the opportunity to thank you and your staff in advance. Your cooperation would be most appreciated.

Geo. Kravetz, Principal
Vegreville Elem. & Jr. H. S.

-
1. Name of Film
 2. Name of School
 3. No. of rooms: Elem. Jr. High
 4. List the rooms that viewed the film by indicating grades of each room.
(If film was not made use of by anyone please indicate.)

 5. Were there any other rooms that might have profitably viewed the film but did not do so? Indicate rooms by grade and, if possible, give reasons why the film was not used. (Such reasons might be: equipment failure, film did not fit any units being taught in the school at the particular time, absence of teacher originally ordering the film.)
 Gr.
 Gr.
 Gr.

6. How many other films were supplied at the same time by the Audio-Visual Aids Branch? Please list their titles:

.....

7. Please make any other comments concerning the utilization of this film (title at top of page) in your school which may contribute to the survey.

,

4. Utilization Questionnaire - Teacher

To the Film User:

The undersigned is making an evaluation of the use of 16 mm. films in the instructional program of divisional and county schools in Alberta. Several films have been chosen and it is hoped to make a study of their utilization in each of the schools that have booked them. If your class has viewed the film indicated below, it would be appreciated if you would fill out the following questionnaire promptly and carefully. Please return it in the attached envelope to your principal who will send it on to me.

The information compiled will be used for a Master of Education thesis by the writer. Your cooperation in making this a 100% survey would be most appreciated. All information is for statistical use only and specific origin will be kept in strictest confidence. Thank you.

Geo. Kravetz, Principal
 Vegreville Elem. & Jr. H. S.

FILM UTILIZATION QUESTIONNAIRE

(To be filled out by the teacher of each class viewing the film indicated below.)

NAME OF FILM

1. Name of school 2. Date of showing

3. Grades of classes viewing film (If more than your room was at the showing, list all other rooms by grades with yours first.)

. No. in audience

4. Indicate: your years of teacher training Years of teaching experience Degrees held by you, if any

5. Place of showing. (check one) Own classroom
 Other classroom
 Assembly hall
 Audio-Visual room
 If any other, please indicate

6. Method of presentation. (check one)

..... Film shown with little or no introduction
 Film shown with little or no introduction but some sort of follow-up attempted
 There was talk about points to look for in the film, vocabulary explanation, showing.
 There was talk about points to look for in the film, vocabulary explanation, showing discussion, and some form of follow-up such as writing a paragraph.

7. The film was viewed by the class times.

8. Were any stops made during the showing for discussion or clarification?

9. Were any parts of the film reversed and a sequence repeated?

10. If other films were viewed at the same showing, list their titles:

.

11. From the standpoint of classroom procedure, where did you use this film?
 1. To introduce material (provided motivation in initiating a unit)
 2. To present material during a unit
 3. To summarize or culminate
 4. Arrived too late, used as review
 5. Arrived too early, but used to motivate interest, etc.
 6. No lesson, shown for general interest only
 7. List any other

12. Do you feel that the film -

- a. added effectiveness to your teaching?
- b. increased class participation and discussion?
- c. made a contribution to the students' understanding of the subject?

13. Was this film ordered at your request?

14. Do you get sufficient appropriate films for your use?

15. Did you acquaint yourself with the film by: (check one)

- a. previewing before showing
- b. using it previously
- c. hearing or reading about it

16. Who operated the projector (check one)

- myself
- other classroom teacher
- film coordinator
- a student from my room
- a student from another room
- other (please state)

17. Were there any projection difficulties?

If so, please state the kind of trouble:

.

.

Who fixed the trouble?

18. Repeated research has established the following purposes served by audio-visual materials. Please check from the list those you think were borne out by the use of the film.

- 1. To provide more direct, concrete experiences.
- 2. To create greater interest; motivate learning.
- 3. To increase persistence or retention of learning.
- 4. To bring impressions of reality from all parts of the world.
- 5. To provide a better informational background for thinking.
- 6. To produce clearer, better understanding.
- 7. To develop desirable attitudes.

18. 8. To provide a means of reviewing, summarizing, and correlating knowledge.
 9. To supplement, add variety and participative activity to learning.
 10. To increase the speed of learning.
19. Following, in question form, are criteria which teachers might use in selecting films. With a "yes" or a "no", in your estimation, indicate whether each of the criteria was fulfilled by the film.
- 1. Was the content free from inaccuracies and errors?
 2. Did the film develop ideas or concepts that are difficult to get across in other ways?
 3. Was the material suited to the grade level at which it was used?
 4. Was the film of suitable and satisfactory length?
 5. Were the technical qualities such as sound, photography, size, fidelity, degree of reality, and attractiveness satisfactory?
 6. Was the material up-to-date?
 7. Was there a possibility of subtle presentation of undesirable teachings?
 8. Was it worth the time consumed?
 9. Did the material meet the needs and interests of the group and supplement their past experiences?
 10. Did the material provide for follow-up activities which related it to other experiences?
20. Please make any further comments that may be helpful in this survey.
 Thank you.

.....

APPENDIX B

1. Follow-up Letter - General Questionnaire

Vegreville, Alberta

Dear

Some weeks ago I mailed to you, and through you to the elementary and junior high teachers under your supervision, a set of questionnaires regarding the status of 16 mm. film utilization in your school.

Since my study is based on a very limited sampling which is to represent the whole province, it would be greatly appreciated if these questionnaires were completed and returned to me as soon as possible.

I realize that you and your teachers are very busy, but I hope that you can find it convenient to spare a few minutes of your time to assist me in this study. To make the study reasonably valid I must have a high percentage of returns. To date, the response from most schools has been most gratifying. May I count on your immediate response? I will be very much indebted to you for your help.

If you are experiencing difficulty in getting the questionnaires completed by the teachers, just return those you have had handed back to you for mailing to me.

If the questionnaires are in the mail, please ignore this reminder, but may I say "thank you" again.

Yours sincerely,
Geo. Kravetz, Principal
Vegreville Elem. & Jr. H.S.

1. All bookings at the Audio-Visual Aids Branch, Department of Education, will be made in conformity with the following schedule:

| Requisitions for: ("two-months periods") | Should be received by: ("deadline dates") |
|---|--|
| September 1 to October 31 | June 30 |
| November 1 to December 31 | October 1 |
| January 1 to February 28 | December 1 |
| March 1 to April 30 | February 1 |
| May 1 to June 30 | April 1 |

The Requisition Forms are of a different color for each two-months period. Use the proper form for the period concerned. Use **separate** Requisitions for films and filmstrips. **Do not** detach the carbon copy.

Requisitions received after the "deadline date" receive attention only when all those received previously have been booked. Requests for a block of films should not be made by telephone. All requests should be submitted in the regular manner by completing Requisitions. We are aware, of course, that at times special films are required for meetings. In such cases we will cooperate to the best of our ability.

All Requisitions received before the "deadline date" will be attended to in the following manner, which is designed to ensure equal treatment as far as possible for all schools over the school year: They will be stacked in order of school district number; then this stack will be divided into fifths, and a different fifth will be put on top for each two-months period.

Additional Requisition Forms can be obtained by writing to the Audio-Visual Aids Branch.

2. All ordering in the school should be done through the teacher appointed as Film Coordinator. Otherwise, there is the danger that orders from one teacher may monopolize the entire Quota for the school for that period.
3. When your Requisition is booked at the Audio-Visual Aids Branch, dates will be recorded in the right hand columns to show when films may be expected to arrive and when they should be returned at your end. The carbon copies will then be mailed back to you as a confirmation. If the film is booked elsewhere, it will be marked "N.N.A." (not now available). If it is no longer in the Audio-Visual Aids Branch Library, it will be marked "Withdrawn". "N.N.A." materials may be re-requisitioned in any later two-months period. "Withdrawn" materials are permanently withdrawn from our library. Each two-months period is separate and distinct. Films marked "N.N.A." (not now available) in one two-months period will not be carried forward to the next.

We are aware of the fact that the above system is by no means a complete answer to the service problem. As a system, it is the best devised to date to meet a difficult problem. Some teachers who have used particular films more than once and want to get them again for use in a following year may not be able to do so. If that is the case, the only suggestion we can make is that you send a personal letter to the Supervisor of the Branch, listing these films by number and title and advising that you would like to get them at any time later in the school year. If we can accommodate at that time, we will try to do so.

4. Any school may borrow free, except for transportation charges, any of the items listed as being in our library. The number of items to be supplied will be in accordance with a Quota System. (There is no objection to listing more than your Quota on your Requisition. In fact, this is discreet. You may list twice as many or more, or give second and possibly third choices. If films are difficult to book at the time your Requisition comes up for attention, this will make it easier to book a satisfactory number. However, it is contrary to our policy to supply more than the Quota to any school.) This Quota cannot be carried over from one period to another. The Branch does not substitute or select films which are not listed on the Requisition. The present Quota System for 16mm. films is as follows:

| | |
|--|--|
| For 1 room schools, maximum 6 per month | For 6 room schools, maximum 11 per month |
| For 2 room schools, maximum 7 per month | For 7 room schools, maximum 12 per month |
| For 3 room schools, maximum 8 per month | For 8 to 12 room schools, maximum 14 per month |
| For 4 room schools, maximum 9 per month | For 13 rooms and over, maximum 16 per month |
| For 5 room schools, maximum 10 per month | |

5. Some schools which are divided into sections—e.g., elementary, junior high, senior high sections—may wish to order for one or more of these sections separately. This can be done only providing that every section for which an order is to be made consists of eight or more rooms. (Thus, for example, it will not apply to one section of eight or more rooms and another of four.) A separate Requisition Card must be completed for each section ordering. Each section ordering should take out separate coverage in the Shared Payment Plan for Damaged Films described below.
6. When items are booked, it is provided if possible that they may be kept for five teaching days in the school. They must be returned promptly to arrive back at the Audio-Visual Aids Branch on the date due. (Special types of films—for example, those for teaching French—might be kept longer, providing that a specific request to this effect is noted on the Requisition at time of booking.)
7. On no account may film materials be kept beyond the date upon which they require to be shipped to arrive back at the Audio-Visual Aids Branch on the "date due". If for some particular reason it is urgently desired to hold any item longer, permission must be obtained by telephoning or telegraphing to the Audio-Visual Aids Branch.
8. When the return shipment of items to the Audio-Visual Aids Branch is delayed, the school district will be required to pay the cost of telegrams and telephone messages necessary for the Branch to regain possession of these materials. Such messages will be prepaid and a bill sent to the secretary-treasurer of the School Board with the postage account in June or July.
9. The Registration Card must be completed for each school or, as advised in number 5 above, any section of a school ordering film materials. This must be mailed to the Audio-Visual Aids Branch before service begins. All information should be completed regarding number of rooms, etc. It will no longer be necessary to get the signature of the Secretary-Treasurer. The Principal's signature will be taken as evidence of responsibility by the School Board.
10. The School Board or Divisional Board is responsible for any damage to or loss of materials from the time they are received by the school until they are back in the Audio-Visual Aids Branch Library. Should the items be returned from the borrower in a damaged condition, a statement of charges to cover the damage will be sent to the School Board or Divisional Board with a copy to the Principal.
11. The Audio-Visual Aids Branch operated a "Shared Payment Plan for Damaged Films" for the protection of those schools wishing to avail themselves of it. This plan operated from September 1 of one year to June 30 of the next year. A payment of \$3.00 applies for coverage up to \$50.00, and \$1.00 for each additional \$25.00 coverage over \$50.00. For filmstrips, a payment of 75c will give coverage for damage up to \$10.00. Particulars of the plan are printed in "Notes to Users #21" and may be obtained on request from the Audio-Visual Aids Branch. Of necessity, as has been found in the operation of insurance plans, the Branch must make the final decisions regarding responsibility for damage.
12. When materials are sent by mail, the Branch will send to the School Board or Divisional Board concerned a statement of the total postage account on or about June 30 of each year. Remittance by money order or cheque should be made promptly. Shipments made by mail may be returned postage free to the Department. This is done by reversing the address card in the case of motion picture films, and by using the return free postage label especially provided in the case of filmstrips.
13. Motion picture films should not be rewound after the final showing at the school. It is, therefore, necessary for each school to have a 400-foot reel, 800-foot reel and a 1600-foot reel. All reels of film should be placed in the proper tin containers immediately after they have been used.
14. Accredited private schools may obtain service from the Audio-Visual Aids Branch by special arrangement. Please write for information. The Quota for private schools is somewhat more restricted and participation in the "Shared Payment Plan for Damaged Films" is obligatory.
15. Do not ask the Audio-Visual Aids Branch to substitute or select films. Our staff does not have the time nor is it qualified to do this. In the catalog we try to give as complete information as possible in the space available regarding films for each teaching unit.
16. This is an anathem: **One film should be used at a time for only one class group.** See Notes to Users #16: THE FIVE STEPS IN USING FILM MATERIALS.
17. See also Notes to Users #36: BASIC POINTS IN 16MM. PROJECTOR OPERATION. This lists what might be described as the ten commandments for anyone operating a projector. You are **not** taking adequate steps to prevent damage unless you observe these points. You must use the hand turn knob. You must occasionally feel the sprocket edge as it comes from the projector. You must clean the pressure plate. You must watch your shuttle.

DEPARTMENT OF EDUCATION
AUDIO-VISUAL AIDS BRANCH

Do not use the same Requisition for films and filmstrips. SEE REVERSE SIDE OF DUPLICATE COPY FOR CONDITIONS OF SERVICE

[illegible]

Signature of Principal or Co-ordinator

**Submit Both Original and Duplicate Intact to Audio-Visual Aids Branch,
Department of Education, Edmonton
DO NOT DETACH CARBON COPY**

From: Supervisor
Audio-Visual Aids Branch

June, 1958

re: Blocks of twelve classroom films of your choice to be on
loan for any of the two-months periods outlined below:

A block of twelve films of your own choice to be kept in your area for any of the two-months periods listed below is again offered to Superintendents. Films should be chosen specifically for the school program; the only purpose of this offer is to see if the availability of films for teaching purposes can be improved to some degree by such a supplementary method of distribution. Unless you feel that this is likely to be the case, we would in all seriousness ask you not to make use of this block system.

However, if you do feel that there is something to be gained, please read the following sections carefully:

1. Any twelve 16 mm. films of your choice will be sent to you. (That is, we will cancel other bookings already made in order to fill your requisitions. In turn we would ask you to list at least twenty films; for unavoidable reasons there are likely to be a few on your list which cannot be booked.)
2. Period during which films can be retained in your area:

| | |
|----------------------------|-------------|
| September 15 to December 1 | September 8 |
| December 1 to March 1 | November 1 |
| March 1 to May 15 | January 1 |
- Deadline date before which your requisition should be received by us:

| | |
|----------------------------|-------------|
| September 15 to December 1 | September 8 |
| December 1 to March 1 | November 1 |
| March 1 to May 15 | January 1 |
3. If you use this Block System, we require that every school in which the films are to be used be covered for \$100.00 in our Shared Payment Plan for Damaged Films. This means a payment of \$5.00 per school for the school year. (Perhaps all schools with 16 mm. projectors in your area are already covered for part of this amount. It is only necessary to bring their coverage up to \$100.00 But this should be taken care of before you send in your requisition.) Payment should be made directly to the Audio-Visual Aids Branch, into its Shared Payment Plan for Damaged Films.
- The reason for this insurance requirement is that twelve films represent a cost of from \$600 to \$1200. As you are probably aware, films can be very easily damaged. On the other hand with good care they can give service for many years.
4. The use and the care of this block of films should be very carefully and thoroughly organized before they arrive for use in the division. It is an essential that one individual should be responsible for maintaining their efficient circulation and for keeping a constant check on their condition while they are in your area. (Notes to Users #36, "Basic Point in 16mm. Projector Operation", should be in the hands of every projectionist and the steps in it should be emphasized.) If damage occurs to a film, that should be discovered as soon as possible. Unless very minor, the film should be returned at once to the Audio-Visual Aids Branch.

We try to observe without fail our dates for sending out films. It is essential that they be returned on time. Please try to get your requisition in before the Deadline Date.

THE EDMONTON AREA FILM FEDERATION

WHAT IT IS A federation of Film Councils in Edmonton and the territory surrounding the city.

ITS PURPOSE To purchase and distribute the films on a co-operative basis, thus providing the participating Film Councils with a more adequate regional supply of films than would otherwise be possible.

HOW FILMS ARE OBTAINED AND DISTRIBUTED

1. The National Film Board annually allots a supply of films on extended loan to the Federation.
2. These films are divided equally into thirteen blocks.
3. The Federation adds to these blocks by the purchase of films from a fund subscribed to by the member councils in the proportion of \$100.00 for each block received as follows:
 - Edmonton Film Council - 3 blocks
 - Camrose Area Film Council - 3 blocks
 - Wetaskiwin Area Film Council - 2 blocks
 - Strawberry Area Film Council - 1 block
 - Vegreville Area Film Council - 1 block
 - Mundare Area Film Council - 1 block
 - Lamont Area Film Council - 1 block
 - Andrew Area Film Council - 1 block
4. Films purchased have been selected by the Executive of the Federation.
5. Films deposited with the Federation on extended loan by sponsoring companies and organizations (see acknowledgement).

LOCATION OF FEDERATION LIBRARIES AND DEPOTS

| | |
|------------|---|
| EDMONTON | - Mr. A. V. Pettigrew, Edmonton Recreation Dept. Bldg., Edmonton |
| CAMROSE | - Mr. Alex Webb, Fire Hall, Camrose, Alberta |
| WETASKIWIN | - Wetaskiwin Stationery, Wetaskiwin, Alberta |
| STRAWBERRY | - Mr. H. A. Bradford, Warburg, Alberta |
| VEGREVILLE | - Mr. A. P. Collins, Canadian Utilities Ltd., Vegreville, Alberta |
| MUNDARE | - Mundare High School, Mundare, Alberta |
| LAMONT | - Lamont High School, Lamont, Alberta |
| ANDREW | - Andrew High School, Andrew, Alberta |

EXECUTIVE 1957

CHAIRMAN: Mr. H. P. Brown, 14309 Summit Drive, Edmonton, Alberta

SECRETARY-TREASURER: Mr. E. G. Hale, P.O. Box 219, Mundare, Alberta

DIRECTORS: Mr. A. Lyseng, Camrose; Mr. Ed. Krukowski, Sunnybrook;
Mr. A. P. Collins, Vegreville; Rev. H. Schumacher, Wetaskiwin;
Mr. M. W. Krywaniuk, Andrew; Mr. W. Worbets, Lamont.

HOW TO USE THIS CATALOGUE

The films listed in this catalogue have been placed in numbered blocks. These blocks move from one Film Council or Library to another at the rate of one block per month.

To learn which blocks or films are on deposit at any Depot at any time, refer to the Exchange Schedule on the next page.

A list of the films contained in each block will be found on the pages following the Exchange Schedule. A brief description of the films is given on Pages 1 - 28.

Films listed in this catalogue but not on deposit at your local library or Depot at any time you need them, may be obtained from other centres for you by your Film Officer. However, priority on bookings is given to the Council with films on current deposit. The location of any film can quickly be found as the block numbers are given in the alphabetical index.

School ratings are listed after the title in the alphabetical index.

pr. - Primary; je - Junior Elementary; ue - Upper Elementary;
jh - Junior High; sh - Senior High; assem. - Assembly;
Not for Sch. - Not for Schools; S.S. - Social Studies;
No Rating - not classified.

* * * * *

SOME NOTES ON FILM USE

Do not attempt to use any sound film on a silent projector. The sound track would be destroyed. Do not use scotch tape to mend film. If film breaks, notify Film Officer by a note in the can and indicate position of break by a slip of paper inserted at break or damaged portion of film.

Be sure you have trained projectionists. Ask your Film Officers about projectionists' training classes.

Always complete your report cards after showing and give your Film Officer complete information. It is needed for accurate records.

RETURN FILMS PROMPTLY AFTER USE.

THE VER-VEG-HILLS FILM PROJECT 1960-61

This year the Audio-Visual Aids Branch of the Department of Education and the National Film Board of Canada are cooperating with the Vermilion, Vegreville and Two Hills School Division in an experiment in film distribution and use. The present system of booking directly from the A.V.A. Branch or receiving films from the N.F.B. via their package program circuits will be discontinued for the coming year and replaced by a system of circulating film library blocks through 12 blocks, each containing 23 films of varied subject matter and grade levels. These blocks will rotate according to schedule on a monthly basis so that during the school year 230 films will be made available for the use of the teaching staff. The accompanying schedule indicates the movements of the blocks numbered 1 to 12 from month to month during the school year. A glance at the schedule will enable one to determine what block will be available at any given time of the year.

To facilitate the use of the films, the content of each block has been catalogued and the length, color or black-and-white, grade range and a brief description will be found on the attached sheets. By using the schedule and this catalogue it is possible for the teacher to anticipate the arrival of a film several months in advance and to arrange for its use in a specific classroom situation.

In order that purposeful use may be planned when the film is available, a set of Study Guides or Information Sheets for each film is being provided in each School where the films are kept.

This system will be tried out for one year and at the end of that time assessed and results compared with the present method. In order that a fair trial may be given, your cooperation in maintaining the films in good conditions is needed, When using the films make sure that:

- (a) The projector is in good working condition.
- (b) The film is properly threaded.
- (c) All damage or breaks are reported to the Film Coordinator.

In order to assess the value of this system of distribution, records of film use must be made. A simple report sheet will be available in the film room at each school and we would ask that you fill in the information each time you use a film. It will take only a minute and will pay off in better film facilities in the years to come.

Since the purpose of this project is to see if a more satisfactory use of films can be made in the classroom, it is essential that the teachers cooperate in using them for that purpose--as teaching tools. Although the good classroom use of 16 mm. films conforms to what we usually call the "five steps" (selection of the aid, planning and preview by the teacher, preparation of the class, good showing, and follow-up activities), the chief point to keep in mind is that a film should be used as a tool or medium to accomplish a valid curricular objective. There are many, many interesting and effective teaching techniques that can be used. We sincerely hope that the teachers will cooperate. We look forward to reports on how successful this service proves in actually contributing to the school program.

We feel that it would be wise if a staff policy of good use of film materials is instituted at the beginning of the school year.

SCHEDULE OF FILM BLOCK ROTATION

| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June |
|------------------|-------|------|------|------|------|------|------|------|-----|------|
| Innisfree | 1 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 |
| Mannville | 2 | 1 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 |
| Vermilion (H.S.) | 3 | 2 | 1 | 12 | 11 | 10 | 9 | 8 | 7 | 6 |
| Kitscoty | 4 | 3 | 2 | 1 | 12 | 11 | 10 | 9 | 8 | 7 |
| Paradise Valley | 5 | 4 | 3 | 2 | 1 | 12 | 11 | 10 | 9 | 8 |
| Marwayne | 6 | 5 | 4 | 3 | 2 | 1 | 12 | 11 | 10 | 9 |
| Dewberry | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 12 | 11 | 10 |
| Derwent | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 12 | 11 |
| Myrnam | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 12 |
| Two Hills | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Hairy Hill | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 |
| Willingdon | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 |

1. Film blocks should be shipped promptly on the last day of each month.
2. In a number of instances, school buses may be used for transportation. If, however, this form of free transportation is not available, the blocks should be forwarded to the next point express prepaid and a receipt obtained for purposes of recovering the out-of-pocket expenses incurred.
3. Each block should be carefully checked by the Film Custodian before shipment. Make sure all films are rewound and breakages repaired.
4. Prompt shipment and careful checking of film condition prior to shipment will ensure a maximum opportunity for each teacher to use the films.

Bulletin: Re Film "The Verveghills Film Federation".

1. Organization:

This project is now in operation. All schools have received materials.

- a. Schedule of blocks - one per teacher.
- b. Report forms - one per month per school.
- c. Book of film guides - one book per school.

Blocks change on the first school day of each month. Each block is where it is supposed to be for September and will move on October 3. Whichever centre has the block is required to send it on -- or the receive to collect it, by mutual agreement. The only one which will have serious difficulty will be Dewberry to Derwent. If necessary commercial shipment will have to be resorted to here.

2. Operation:

Please do the following:

- 1. Have a film coordinator at each centre.
- 2. Arrange a central repository for the films.
- 3. One film in each block is mared ADULT and is not for school use. It is for Home and School or the use of a teacher for a club, etc. Otherwise, these films are for school use only, not for use by all and sundry.
- 4. Check films and repair breaks before sending on to the next station. splicers will be supplied as soon as possible.
- 5. Please be careful with these films. Each block is worth from \$1500. to \$2000., and the total stock of films between \$20,000. and \$25,000.
- 6. Local initiative to implement best results is requested.

3. Areas:

The following schools are associated, if they have access to a projector, to the following centres:

Vermilion: Vermilion Sr. and Jr. High, Vermilion Intermediate, Vermilion Primary, Preston, and Woodvale.

Kitscoty: Kitscoty, Blackfoot, Streamstown, Islay.

Paradise

Valley: Paradise Valley, McLaughlin, Rivercourse.

Marwayne: Marwayne, Jumbo Hill, Tulliby Lake, South Ferriby.

Dewberry: Dewberry, Clandonald, Louise Lake.

4. Local Procedures:

These are school films, NOT FREE SHOWS. They are not to be misused any more than any other item of instruction is. Each day's work is planned in advance, in a sequence of units of development of the curriculum, and texts, references, reports, films and all else are part of that development. Films have no place in the teaching hours of the school unless they are part of what is being taught and pupils know what this relationship is. (This last "pupils know----" may sound strange. It isn't:

so many pupils report "We had films today". "Oh, what were they for?" "Gee, I don't know. Free show, I guess". This is damaging, and rightly so. A film, prepared, used, discussed and summarized as part of a unit being done, or reviewed, makes sense to everyone.)

Please note that there is, to my definite knowledge, a very deep distrust of the use of films in school. Maybe there has been justification in the past. There must not be in the future. We are pledged to educate children to the limit of their potential, not to baby sit and not to entertain, with firm, fair, and reasonably consistent discipline, and strong, forceful teaching methods. Films can supply a form of experience not found in books or the lives of children. Let us see that not one solitary reel is used foolishly.

It is hoped that the Convention will see fit to have a session or two on the uses of films in the classroom. Much could be said regarding uses and techniques.

However, as a brief commentary:

- a. Each teacher now knows what is available, and when it will be available, right through to next June. These films can now be planned for.
- b. Per room, the number of reels used will not be numerous, if they are used properly. It will be most unusual to use more than one reel at a time; it is quite likely the reel will be shown more than once to the same class; it is very unlikely that more than one class will see a film at one time. The reasons are rather obvious: several reels don't fit one situation which has been prepared for; seldom can students get out of one viewing all the things that are in it, if details are to be considered; more than one class can seldom be taught together successfully, though they can be passively entertained outside of schools.
- c. There are many uses for films, among which are: for details of information in a subject (e.g. science, social studies, etc.); for background, to understand the environment of studies (e.g. The West Indies Federation -- knowledge of the types of people etc.); the operation of processes under study (e.g. cotton manufacturing); appreciation (e.g. music); as a basis for language work (e.g. the beaver: the film gives experience from which to write paragraphs, or a story); and so forth.

The point is that each showing must have a specific reason, and from this a teaching outline is developed to bring out what will contribute to this objective. Just showing is about as fruitless as saying to a class "Page 62 shows you how to work percentages. Look at it for five minutes. Now we will go on to something else, as presumably you have learned something." Each school now has a large book of film guides which will help you in planning film lessons. You will probably have to see the films before you can use them in class, just as you would read a section of a text before you used it in teaching.

- d. It is impossible to have films always available when you want them. No school can have \$20,000 of films in permanent stock. Some you can plan to use by being at that place in your studies when they arrive. Some you may use in review, having covered the material, then reviewing when the film comes, and fitting it into the notes and ideas. This is not ideal, but with planning it can be useful. Some may be used in advance by special study and recording and stored until it can be fitted in. No film can be kept when blocks go on. This last is the least useful and hardest procedure, seldom possible in studies of detail. As was said, blocks have limitations, but at the same time this service is vastly in advance of any previously conceived.
- e. Films can be a great addition to a curriculum, or an abomination, depending upon use. These are not entertainment-type units. Beware of overuse of films. These blocks will come back next year, it is expected, providing the program is not cut off because of gross misuse or lack of value, so it is obviously not intended that all pupils see all films. Actually, even two good films per class per month is a great addition to understanding: some may use more, and a few, less.

Conclusion:

This program is now under way. The films are the finest selection I have yet seen available to any school in one year. It is obvious we will have some problems, but it is anticipated that we shall be able to solve them. Full cooperation and consideration is solicited.

During the year it is hoped that each staff will try to demonstrate through their Home and School what this program is, how it is used, and so forth. It could be a very effective program for a Home and School session. Public understanding is essential to the success of this venture.

APPENDIX G

48 Film "Starter Set" For Grade Schools

Everything a grade school needs for the operation of its own instructional film library, including 48 one-reel sound motion pictures carefully selected to meet the most basic needs of Grades 1 to 6, can now be put into the school for full time use for as little as \$7.50 per year per film. The films were selected from the more than 800 Coronet titles to correlate directly to the units of study and the leading textbooks in the elementary field. There are 19 films in the "starter set" for grades K-3, and 29 for grades 4-6.

The offer is designed primarily to demonstrate to schools and school systems which have never enjoyed the advantage of film ownership the simplicity, economy and effectiveness of having the needed films right where the teachers can get them when they want them for repeated and multi-purpose classroom use. To this end the special "starter set" offer includes a steel storage cabinet to house and protect the films, a pair of rewinds and an excellent rugged splicer, a simple system for keeping records of use and a manual that tells how and why, 100 catalogs describing and illustrating the 48 films, and 480 Teachers' Guides (ten for each title). The administrative requirements call for nothing more than a table on which to place the cabinet and rewinds in a desirable location readily accessible to all teachers, and a competent person in charge of maintaining and distributing the films and their utilization materials.

The 19 titles for the lower grades include: "Let's Measure: Ounces, Pounds and Tons . . . Pints, Quarts and Gallons"; "Courtesy for Beginners"; "Primary Safety: On the School Playground"; and "Beginning Good Posture Habits". Included also are six language art films as background for reading and expression: "Bushy, the Squirrel"; "Hoppy, the Bunny"; "Mittens, the Kitten"; "Peppy, the Puppy"; "Mr. and Mrs. Robin's Family"; "Zoo Animals of Our Storybooks". Finally, there are eight titles in elementary science: "Autumn Is an Adventure"; "Farmyard Babies"; "How Animals Live in Winter"; "How Machines and Tools Help Us"; "Living and Non-Living Things"; "Spring Is an Adventure"; "We Explore the Woodland"; "What Do We See in the Sky?"

The films for the intermediate grades (4-6) include two on arithmetic, five on health and safety; nine on geography; three history; and one each on guidance and language arts.

Bought outright, the 48-film starter set and its accessories cost \$2,880. This can be paid over a period of two, three, or four years. Or, the 48 films and their "outfit" may be rented for a whole year for only \$360, this to apply against purchase at the end of the period if desired.

MEMO RE: FILM GUIDES

To: The Principal
From: The Audio-Visual Aids Branch
Department of Education

re: Film Guides

In order to make good use of 16 mm. films, you probably know that a brief synopsis or summary of contents can be very helpful to the teacher. That is why, several years ago, we embarked upon the project of collecting one-sheet film guides for all 16 mm. sound films in our library.

Would your teachers consider it useful to have a set of these film guides on file in the school so that they can make use of them at any time?

These film guides are on one sheet, or in a few cases two sheets, and punched for 3-ring looseleaf so that they can easily be kept assembled. They are sold at 5 cents each. It is not necessary to buy all the guides at once, Once the major number has been purchased, it will be comparatively inexpensive to bring the complete set up-to-date.

Printed guides are now available for more than 1100 of the 1300 titles in the library. Drafts have been prepared for most of the remainder and will be printed without delay.

It is not feasible to distribute sets of these guides free of charge to schools, that would exhaust all the money allowed for purchase of 16 mm. films in a year. Actually, as it stands at present, the price of 5 cents each is less than cost. Any number and any selection of film guides can be purchased at any one time. If the school board endorses the policy of ordering them, we can bill at the end of the school year. Orders should be sent directly to the Audio-Visual Aids Branch, Department of Education.

May we request your cooperation in presenting this matter to your staff and having it discussed by them. If the discussion is favorable, ordering can be done in two ways:

- (a) You can send us a letter ordering them for all films booked to your school from our Branch in this school year.
- (b) You can order any number, listing them by library numbers. If method (a) is used the first year, method (b) will be required to be used thereafter.

Such film guides are a bona fide educational service and perhaps in all cases school boards will not question approving the expenditure. That should be certified, however, before the order is made. Unless otherwise advised, the invoice will be mailed to your School Board.

If you would like to do so we will appreciate a reply on the reverse side of this memo.

Cordially yours,

D. S. Hamilton, Supervisor
Audio-Visual Aids Branch

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